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Do not forget that there are now on sale at the National Office copies of the Proceedings of the 1925 Annual Convention, held in Austin, Texas, April 27 to May 2 of that year. These Proceedings are especially valuable, as they include the reports of the state presidents, which contain many fine suggestions for the conduct of the work, and list many unusual accomplishments. The National President's report is full of interesting material and worthwhile suggestions. Among the fine addresses printed in the Proceedings are one by Wellington Brink, Associate Editor of "Farm and Ranch," on the subject of Rural Publicity, How to Secure it; Some Educational Agencies, by Dr. Walter M. W. Splawn, President of the University of Texas; the address by John Bradford, of the Playground and Recreation Association of America, on the subject of Recreation and Community Living. Excerpts of value are also given from the address of Dr. F. D. Slutz, Principal of Morain Park School, Dayton, Ohio, on the subject of A School Master of the Twentieth Century; the address of Cora Wilson Stewart, Chairman of Illiteracy Commission of the World Federation of Education Associations; and from the address by Dr. Henry Neumann, Leader of the Brooklyn Society for Ethical Culture, on the subject of Training for Citizenship in the Home. Reports of Directors of Departments and National Committee Chairmen are also packed with suggestions for planning a year's work. These Proceedings are \$1 a copy and should be ordered immediately.

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A Prayer



"God of the heart and hand,
 Teach us to understand.
 We have forgotten in the long, long years
 All of our childish hopes and fears.
 It is so very, very long ago
 Since we were in the world the children know,
 We have forgotten what we used to play
 And dream and do in that far yesterday,
 All the wide wonder of our childish eyes,
 Since we have grown so old and worldly wise.
 Yet, now there come with faces raised to mine
 These little ones; dear Father, they are thine.
 Help us to lead them to thine own true light,
 Help us to lead their little feet aright;
 God of the heart and hand,
 Teach us to understand!

We know so little of the thought that lies
 Back of the shining eyes;
 We guess so little of the wonder there,
 Under the curls of sunny hair.
 It is so very, very long ago
 Since we, too, knew the things that children know;
 Yet Thou hast given them to us to lead;
 Out of Thy wisdom, grant us all we need,
 Patience of purpose, faith and tenderness.
 'Help us remember,' 'tis for this we pray;
 Make us again the child of yesterday.
 God of the heart and hand,
 Teach us to understand."

—Sue Brame.

Vacation Business

BY MARGARETTA WILLIS REEVE

President, National Congress of Parents and Teachers

THE response of the Parent-Teacher Associations to the call of the Summer Round-Up of the Children has been most encouraging, and we are proud and happy that because of its strong national unity, the Congress of Parents and Teachers has been able to inaugurate a nation-wide movement which has met with such universal support and approval. If two thousand associations register for the campaign in this, which is practically its first year, we shall feel that great progress has been made. But in that case there will be fourteen thousand other units which are not in any definite, national way, carrying out our ideal of all-the-year-round parenthood. To them, then is this message addressed.

In an old French cookery book, relic of a by-gone day, there is a famous recipe for rabbit pie which begins with this practical advice: "First, catch your rabbit." To make a child one hundred per cent free from defect you must be certain that you have the child to work upon, and in these days of peril by land and by water, are we doing all that we can to make sure that we have our children?

We have all taken part more or less actively in the annual Safety Week, and with some of us the lessons then forcibly brought before us have lingered, but Education Week comes soon after that,—and then Book Week—and the Red Cross Drive—and the sale of Tuberculosis Seals; and we stop, look and listen when each of these signals is up, and as soon as one is down, we dash on to meet the next one, carrying with us too often but a subconscious impression of safety which makes us worry if the children are late in coming home from school or feel guilty when we cross a street in defiance of the red light.

We have a Safety Program; in its thoroughness, inclusiveness and workableness

one of the best that could be made. In how many Parent-Teacher Associations is it actively functioning? As the National Chairman, Dr. Meredith, wisely says: "Safety education is not a fad to be foisted upon the schools. Rather is it an idea that is fundamental to the entire problem of living."

In safety, as in health, we have been too much inclined to throw upon the community the responsibility which belongs to the home. Are our children *ours*, or are they the property of the State, as the Russian Soviet has claimed? When the struggle for the Child Labor Amendment was being fought out last year, all over the land rose up a dismal howl from those who opposed it: "Shall the Government tell us how to take care of our children? The sacred rights of the home are being invaded!" and this shout cried down—for a time—the voice of those who said that a good government is better than a bad parent or employer. But if the children do indeed belong to the parents, then upon those parents rests the responsibility for life as well as for health and if, as some of us believe, our boys and girls are citizens as well as sons and daughters, then must the home and the state work together for their well-being.

To attack this problem at its source, no other group equals in power the Parent-Teacher Association. It deals not in vast organizations, in city movements of general interest, in which the individual is too often lost to sight in the crowd. It works for the child, in the home and in the school district; its limits are clearly defined.

We have said that our schools should be better built and better equipped; and they have become so: we have said that our communities should have recreational facilities; and they have appeared: we have said that malnutrition should be overcome; and it has yielded to proper feeding. Shall we

not say that our children shall be safe;
AND THEN MAKE THEM SO?

And what better time for such action can be found than the long vacation, when children are out of the safe shelter of school all day, when motor traffic, and consequently, motor peril, is trebled and when deaths by drowning make headlines in the daily paper? It is true that many members will go away during the next three months; but those who are at home are quite as capable as those who have gone. Many are tired and want—or think they want—a rest; but they also want their boys and girls to be safe. We cannot take a vacation from being parents. There are too many in America today who would gladly give years of their lives to bring back the children snatched from them by some tragic disaster which might have been prevented if someone had been taught to be careful.

How many associations will make this their program for the summer months?

Call a meeting of such members of your association as may be available and of other interested citizens in your neighborhood.

Appoint small groups of men and women to make a survey of your district or community on these points:

Blind corners, due to buildings, shrubs, trees, etc.

Dangerous steam or electric railway crossings.

Congested streets.

Unguarded excavations.

Unprotected ponds.

Absence of safe play space.

Fire hazards, in motion picture houses and other places of assembly.

Lack of supervision where play apparatus is installed.

Ask every parent if his or her child knows how to swim, manage a boat, recognize poisonous berries, avoid traffic hazards by obedience to signals, and have them report back in one week to a general meeting to which you have invited the fire chief, the chief of police, the play supervisor (if you have one) the librarian, the visiting nurse, the chairman of the safety council, the school principal and the Mayor or chief official of the community.

Have the discovered hazards reported.

Let two or three speakers offer definite remedies (in ten minutes each at most).

Have community singing of Safety Songs (obtain from Safety Council).

Secure "Playing Safe" or similar film if a lantern is available.

Appoint small committees of men and women to take up each problem reported and get action upon it.

If no Junior Safety Council or Patrol exists, form one, supply the insignia and set it to work on playgrounds, picnic grounds, fair grounds, dangerous crossings, etc.

If you have no playground, *get one*, or have a street roped off for play.

Secure posters from the Safety Council and put them in the library, the railroad station, the post-office or just outside of it, the town hall, and the shop windows, especially at dangerous corners.

Appoint a committee to co-operate with the other district committees in getting up a Safety Pageant to be presented by the school children. (Beautiful ones can be obtained from the Safety Council.) Give this in August, out of doors, charging a small admission, and thus raise a fund for posters, insignia, safety books for the library and at the same time arouse the interest of the entire town.

Late in August make a survey of your school, in co-operation with the principal, noting fire escapes, congested exits, panic bolts on doors, etc.

Work out safe routes for children to follow to and from school.

Have streets marked: "SCHOOL! GO SLOW!"

Late in September make another survey, see what you have accomplished and let the national celebration in October be to you the climax of the campaign you have fought to make your community safe for your children.

Associations taking up this movement are urgently requested to report the fact to the National President. Those so doing will receive Honorable Mention in the December issue of the magazine, and will be reported to the National Safety Council.

PULLING TOGETHER ALWAYS

BY MARY MCSKIMMON

President, National Education Association

A QUARTER of a century ago, there was born at Brookline, Mass., an early Parent-Teacher Association, although it bore the name BROOKLINE EDUCATION SOCIETY. For a time it seemed as one of its charter members has said, as if Froebel's prayer had been answered, "COME LET US LIVE WITH OUR CHILDREN." The whole community awoke to the needs of a more abundant life for childhood. Schools were rebuilt, new ones constructed. Music was brought into schools by great musicians. Works of art made open windows of an appealing beauty for every child, playgrounds were provided, a splendid municipal bathhouse was established, which has made possible the joy of swimming, the common inheritance of every Brookline child; a fine children's library was established and a teacher librarian employed, who should know the course of study and supply the books necessary for its enrichment. There were lecture courses where the entire progressive scholarship of the land was sifted to find the most accomplished speakers. Illustrated material was collected and classified for making plain the life and people of far off lands. Nature study classes were formed, and the manual training classes began to set up bird houses and feeding tables. School doctors were increased in number, and school nurses provided. School grounds were beautified with flowering shrubs. The daily life of every child and every teacher was transformed, and the influence of that great awakening has remained to this day.

The great Parent-Teacher Association has spread the ideals of that great beginning over all our land. But better than any equipment of supplying material things has been the inestimable blessing of learning by parents and teachers alike that we must pull together always.

The child is the precious cargo. The

lake is subject to sudden squalls of great peril. In the past shipwreck was too frequent, because the parent tried to pull her craft to safe bar with a single oar. Now the splendid help of a companion oar keeps the boat steady to its goal. The Parent-Teacher make a power that cannot suffer shipwreck. I have spent my entire life in school and never have I known a single case of moral failure where the home and school worked together; and after all that is the real shipwreck of life.

When we look at the condition of the school child today, we find cause for great joy.

According to the new report just out by the Children's Bureau, at Washington, notwithstanding the increase in crime among the youth and maturity, the children of our land are growing steadily better. The delinquency of children in all cities is lessening constantly. (I give half the credit, Madam President, to your Association.)

Out of every 100,000 pop. in 1915 Boston had	23.6
Out of every 100,000 pop. in 1924 Boston had	16.5
Out of every 100,000 pop. in 1915 St. Louis had	18.
Out of every 100,000 pop. in 1924 St. Louis had	13.
Out of every 100,000 pop. in 1915 Washington had	50.
Out of every 100,000 pop. in 1924 Washington had	45.
Out of every 100,000 pop. in 1918 Richmond had	54.
Out of every 100,000 pop. in 1924 Richmond had	40.1

In 1910 there were committed to institutions for delinquency 171.7 per 100,000.
In 1923 156.0 per 100,000.

Since the war Chicago has only half as many as before. Marked decrease in New York. Philadelphia and Seattle increased up to 1923—falling off in 1924. Boston every year since 1920 lower than for any year preceding that date.

When we try to explain the decrease in juvenile delinquency in the face of the mounting crime increase of today, we may attribute it to several factors.

Through the Parent-Teacher Organization the home is becoming vastly more intelligent as to the spirit and principles underlying school activities. It has avoided

* Address delivered at the Annual Convention, National Congress of Parents and Teachers, May 7, 1926.

causes of misunderstanding because it knows now that while children make good reporters of things as they may see or hear them, they cannot be interpreters of things as they are. Countless sources of friction have thus been eliminated. No longer does the parent assume the belligerent attitude at some report that has been brought home. By postponing all judgment till she hears the teacher's account peace and mutual regard have taken the place of strife and animosity. In the old days, no matter who was right or who was wrong it was the child who suffered from these misunderstandings. He was the cloth haggled beyond repair by the two blades of the scissors concerned, his mother and his teacher.

Then the intelligence test by which we know exactly who is to blame for the child's failure to learn is of inestimable value in interpreting the child. We have come on so far on our upward path towards scientific knowledge that we are able to measure the child's natural ability to learn. The handicapped child is no longer an outcast because he is unable to accomplish all his contemporaries can do. Work is now chosen with full appreciation of a child's power and he is busy and happy doing the work he is fitted to do. The gifted child has his chance for an enriched course of study, and an increased number of contacts by which his ability may be made to serve himself and his little world.

Another reason why children are saved from failure is because of the spreading knowledge of mental hygiene, and the conversation on the mental health of the pre-school child. Studies like those of Prof. Bird T. Baldwin, of the State University of Iowa, are mines of wealth to every teacher and parent alike. We even dare to hope that the fatal tragedies of wrongly slanted lives, started through fear and openly developed anger, hatred and jealousy with their blighting effects on after life, may be done away with through this new knowledge and some of those terrible places—the insane asylums may be closed forever when a generation reared in better knowledge of the laws of mental health

shall have come into existence. We are learning not only from services of men like Judge Ben Lindsay who deals with delinquency of childhood, but from Thomas Mott Osborne. Mr. Osborne said last May in Boston that the new knowledge of the power of self respect coming to convicted criminals by being given the chance to show their will to achieve decent behavior through the planning of their own associations in prison, has had so remarkable effect on their lives after leaving prison, that whereas formerly from sixty-five to eighty-five per cent returned to prison for offences again committed, now under this new intelligence only five per cent fail to sustain themselves aright in the world outside the prison walls.

The Parent-Teacher Association has done much in every community to obtain better teachers by providing better salaries, and to insist on better school conditions. The playground is as essential as the right course of study. You have more power than any one else to see that every school is thus equipped. Do not forget that schools must be beautiful as well as sanitary. Your child will be crippled as surely in the midst of ugliness as he would slowly starve without vitamins. The floors must be smooth and clean, the furniture modern because adapted to the growing bodies of plastic childhood, the walls pleasantly tinted to remove the glare and to form a background for pictures that may be "Windows into the soul of alien peoples." Radio ought to have its place everywhere and the Victrola is an invaluable teacher of the love of beautiful music that shall refine the taste of the nation.

Perhaps now that your own great interest has refreshed the schools of America, like a sojourn in a watered garden, dear mothers, you may help solve the greatest of all the school's problems, how to get the fathers into the schools. If the men that pay the taxes for support of the schools could be induced to take a real interest—and that only means getting them into schools for an occasional hour—I venture to say that the whole problem of teachers' salaries, and Retirement Allowances, and

Tenure would be settled quickly and settled forever.

Splendid teachers are driven out of the profession every year because of the conditions under which they live. They are unwelcome additions of extra work as boarders in a household already too full of work for the house-wife. In rural communities of every state the children are deprived of the value of an experience on the part of their teacher by the fact that they are taught by a procession of teachers able only to endure living conditions till the terms of their contract expires.

The teacherage is the answer to the demand for better homes for teachers; by its means they will cease to be an extra load upon the already overworked mother of the family, especially in rural districts. In this beautiful city of Atlanta, where so much has been done for building better homes for families, perhaps the building and equipping of a Teacherage will be next taken up as a problem to be solved. Its solution will go far toward giving the rural child almost as fair a chance to have a competent well prepared teacher as the city child now has.

When the fathers as a whole take the same alert interest in the schools that the mothers are now taking, the whole situation as to delinquency will be changed, because the limitations now besetting the work of teachers will have disappeared through intelligent co-operation.

And with the great improvement of the teaching process, and the understanding on the part of the patrons of every school how slow a growth character is,—not a list of virtues nor a series of definitions of virtues, but a growth slow and steady, coming only when the idea of righteousness in all human relationships has had a chance to be woven into the life of a child, even as it has taken centuries to build it into the life of humanity,—we shall all join hands and pass the Child Labor Amendment. It is hard to accept what the next century will think of us with our skyscrapers, our automobiles,

our costly roads, palatial hotels and gorgeous moving picture theatres, and then realize that we needed to keep children ignorant, that we stole from them their playtime to pay our dividends. I ask you if this is in accordance with American traditions and ideals.

Perhaps our men will never respect the education of children nor take a serious interest in it, until the National Government gives it the place of honor that all other civilized lands do, and it has its representation in the president's cabinet. Then our men will listen when its Secretary speaks, and children shall be as important as Labor, or Agriculture, or Commerce.

Our hearts, our hopes are all with you, fellow Association of Education. When some of your groups have failed their communities it is because they took your name without allying themselves with you, and spurned your guiding hand. Teaching is an art, based on several sciences. It is the business of each community, organized through their representative, the School Board. That Board works through its expert in education, the Superintendent. No association can succeed that expects to usurp the prerogatives of that official. You may dislike his methods, but until the school board dismisses him, he is the captain of the ship. To fight him is mutiny. You may object to the surgeon's methods in a desperate situation of disease, but you do not call your friends and neighbors in to operate. You may discharge your surgeon, but you immediately place yourself under another. Co-operation is a high and noble service, but co-operation is never usurpation.

The teachers of America rise up and call you blessed. They honor the work you have done, mothers of the Association; they are your allies and they will work with you heart and soul till that happy day when we can say of every one of our children, "And the Child grew and waxed strong in spirit, filled with wisdom and the grace of God was upon him."



What Can We Do to Make Our Boys and Girls Good Americans?

BY C. S. ROBINSON

Principal, Jarrett Junior High School, Springfield, Missouri

This article was given in connection with the October Meeting of the Parent-Teacher Association as a part of the main program of "PATRIOTISM."—*Editor.*



AN express package must be satisfactorily wrapped and properly addressed before the expressman can be expected to deliver it in good condition to its destination. A child is a human express package and the parent and teacher should be eager for him to reach the destination of, "*fully developed individual capacities.*" We will now consider "PATRIOTISM" as a destination to be reached.

A good American is a law abiding citizen. The most fortunate child is the one who is taught obedience through his *trust* in his parents and teachers, and fortunate are the parents and teachers whose children are loyal to them through *love*. A child may be made to obey, but he cannot *learn* obedience and loyalty through fear. Generally speaking, the child who obeys at home gives little or no trouble elsewhere. The background of *home*, the goal that is set, and the values that are held high for the child to see in the *first years* establish a path on which he advances to meet the world. This being true, we must earn the confidence of the boys and girls and maintain high standards, if we would make good Americans of them.

High standards are worthless unless there is evidence of *self-exertion* toward their accomplishment. We may hold "Courtesy" as a standard but unless the child really is earnestly willing to be considerate of others, the standard will reap no reward. A parent bird may coach its young, but the small bird must learn to fly through its own efforts. The child must likewise learn, —receiving from the stimulus of its bumps

the inclination to try again and try harder. And so self activity is essential in making good Americans. A child is indeed unfortunate who depends upon someone else to solve all of his difficulties. The tendency to secure a position and promotion through pull rather than on the basis of merit, is regarded as one of the besetting evils of both our political and business life. The majority of the men and women who have done the big things, who have reached the heights of trusted leadership in the business and social worlds, have reached these heights through **THEIR OWN STRUGGLES** and have in many cases come from homes too humble to provide pulls. The history of our country's leaders will prove the truth of this theory.

To become a good American the child must be honest and must feel a sense of responsibility. Parents must be careful not to encourage dishonesty by allowing a child whose home is outside the City School District to attend school without paying tuition. Tuition should be paid promptly. Parents and teachers must reduce to a minimum the attempted dishonesty in giving reasons for absence and tardiness. Public property, such as free text books, must be checked often in order that the damages may be repaired and the lost books replaced by the offender. We can encourage the right sense of responsibility in the child by helping him to remember personal duties before school and at the noon hour and thereby lessen the number that ask to leave class rooms during school hours.

Self discipline—compelling one's self to do the right thing at the right time in the right way—must be the center of our energies in developing good Americans.

To avoid loafing, a child should be allowed a definite amount of time to go to and come from school. "Where is my wandering child?" is still, as of yore, a question

much on the minds of some parents. When children are not home in the allotted time, an investigation should be made.

Most parents have heard, "Well all the others are going, why can't I go too?" This is another reminder that it is risky to have a child compete against another child. It is possible that each of us could think of some child who has grown selfish, egotistical, snobbish or vain just by making a better record than some other child. While this snobbishness was being developed there was no assurance that the winner had really done all that he was capable of doing. Self-competition is the only safe practice. It might be well for each child trying to become a good American to know the proverb,

"Good, Better, Best,
Never let it rest,
Until the Good is Better,
And the Better, Best."

While the small bird must learn to fly through self-exertion, the parent birds do not dismiss the young from their attention. At every point of danger they show alarm and interest. It is right that the parent should be interested, but that interest should not go to the extent of putting a handicap in the child's pathway. Teachers frankly declare that home study has been discouraged because too much of the work was done for the child and thus self-exertion was eliminated. These same teachers are just as frank in their approval of a discussion hour in the home. It is fine for the parent to arrange a time daily to ask the child questions concerning his school progress. At all times the child should be encouraged to respect authority. If the school asks for a project to be completed, and the parent fails to recognize the value of such an assignment, it is time to visit or telephone the teacher. The parent should do this, not with the attitude of effecting a change but with the thought of learning more about the assignment.

If you should employ a lawyer and go into court to win a case you would give him every ounce of data and evidence in your possession. Teachers and parents should work together to win the fight against the many invitations for a child to drop school work. Possibly the teachers

need data and evidence that may be in the parents' possession. Parents are in a position to know the tendencies that must be encouraged or curbed, the weaknesses to be guarded, and the self control that must be established.

When we stop to think that the most precious charge of all that we have, our child, is placed for five or six hours a day under the influence of the teacher, then it is well that we insist on having only those with recognized ability on our teaching staff. Careful instruction by thoroughly efficient teachers develop good Americans. Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends. Educating children is a sort of mutual education; we perfect ourselves in trying to perfect them; we climb high so that we may call and urge them to follow. For the best results we must play with them, laugh, run, battle together, but when the moment comes, be the master. We must reflect before we answer, but then let yes be yes and no, no. Nothing is more natural than to wish our children to be happy, but let us teach them to find happiness in balance, duty and order; disorder brings only unhappiness.

The following suggestions were taken from an issue of the American School Board Journal.

1. Visit the schools often.
2. See that your child is regular and prompt in attendance.
3. Discourage parties and social functions for the children during school time (Monday to Thursday night inclusive).
4. Investigate before criticising the work of the schools.
5. Co-operate with the teachers for the welfare of your child. You will find the teachers' interest in your child's progress equal to your own.

Now as parents and teachers, let us do our part toward keeping the school an auxiliary to the home and not its substitute, in making GOOD AMERICANS.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman of Motion Pictures

VACATION time is here! School books are gathering dust in some secluded corner of the home and lessons and problems of school life are gradually becoming memories. The desire for play and the chase after pleasure are in the ascendant and the usual flight to the mountain, country and seashore is in full swing.

The teacher has, for a short space, dropped her burden into the lap of the parent and the parent, in "school parlance," goes on "full time duty." No matter where the summer season is spent the active, energetic juvenile is out for fun and the parent must cope with this attitude and use tact in handling it.

In summer resorts and cities the movies are always easily accessible and to some parents the price of admission seems small in proportion to the relief afforded. It competes with the day nursery. Other parents with the holiday spirit uppermost, are apt to take the line of least resistance and "Johnny" goes to the movies. Of course the picture is "over his head" but "Johnny" likes the thrill and excitement of being in the theatre. He becomes a fan, chums with others, and, more than once has a mother during a casual attendance at a local theatre been enlightened as to what her offspring learns from the movies. The picture fails to stay "over Johnny's head," where it would certainly have been more profitable to "Johnny" to keep it and Mother has returned home thoughtful and wiser.

Summer is the time for the great outdoors and if, occasionally, the movies are succumbed to as a means of relaxation, only the better ones should be patronized. Make the visit a family affair. Note the effect of the picture on the young people and compare it with the reaction on yourself. Use some of these pictures in the test.

FAMILY:

A

"Beverly of Graustark" (Marion Davies)
Metro-Goldwyn-Mayer.

"Early to Wed" (Matt Moore and Katherine
Perry)—Fox.

"Partners Again" (Geo. Sidney and Alex.
Carr)—United Artists.

"Rin Tin Tin" (Dog story—Rin Tin Tin,
Star)—Warner Bros.

"Rolling Home" (Reginald Denny)—Univer-
sal.

"Rainmakers" (William Collier)—Famous
Players.

"The Palm Beach Girl" (Bebe Daniels)—
Famous Players.

"The Shamrock Handicap" (Janet Gaynor)—
Fox.

"The Sparrow" (Mary Pickford)—United
Artists.

"Wet Paint" (Raymond Griffith)—Paramount.

B

"Hearts and Spangles" (Wanda Hawley)—
Gotham.

WESTERNS:

"Hands Across the Border" (Fred Thomson
and Silver King)—R. C. Pictures.

"The Border Sheriff" (Jack Hoxie)—Uni-
versal.

"The Escape" (Pete Morrison and Lightning)
—Interstate.

"The Fighting Peacemaker" (Jack Hoxie)—
Chesterfield.

"The Hurricane Horseman" (Wally Wales)
—Art Class Corp.

"The Lucky Spurs" (Bill Patton)—Chester-
field.

"The Man Four Square" (Charles [Buck]
Jones)—Fox.

"Western Trails" (Bill Patton)—Sierra Pic-
tures Corp.

ADULTS:

A

"Ransom's Folly" (Dick Barthelmess)—First
National.

"Sweet Daddies" (Vera Gordon and Jack
Mulhall)—First National.

"The Volcano" (Bebe Daniels and Wallace
Beery)—Famous Players-Lasky.

"The Wilderness Woman" (Aileen Pringle)
—First National.

B

"The Pride of the Force" (Tom Santchi and
Gladys Hulette)—Gerson.

COMEDIES:

"A South Sea Cannibal" (Our Gang)—Pathé.
Buster Brown Comedies—Universal.

"Felix Uses His Head" (Felix the Cat)—
Educational.

"There He Goes" (Harry Langdon)—Pathé.

The Years Before School

BY BERNICE F. VAN CLEAVE

PART I

SEPTEMBER will soon be here, September with its goldenrod, its ripening corn and the children beginning their year of school. Soon thousands of little boys and girls will start to school for the first time. They are entering upon a most important experience. Never again in the lives of most of them will there be such a sudden change; never again will so much be required of them in adjusting themselves to their surroundings.

The average five-year-old lives a most care-free existence. Mother, father and the rest of the family think of him as "just the baby." He is only a playful animal, of whom little is expected and less required. Unless he gets in someone's way, he is pretty much let alone. He is too small to count a great deal in the world of grown-ups. Even in his home he finds that houses are built for adults, with high hooks, high shelves and high tables. He is waited upon when he should be self-reliant, and scolded when he tries to be independent. All too soon he is six years old. Then from this small world, of which far too often he is king, with one or more willing slaves, he is suddenly transplanted into the school room. Here he is only one of many. He is supposed to become over night a responsible individual, an integral part of a community. He has definite tasks to perform. He must give attention for short periods of time. He must adjust himself to thirty or more other personalities.

What can we as parents do to make this adjustment easy and joyful, rather than a hard, painful experience?

For the mother who begins to think of this problem as she busily sews on Jane's first school dress, or Johnny's school shirts, one or two months before the opening of school, it is impossible to accomplish all that might be done. It takes six years full of faithful, prayerful effort and thought to prepare a child properly for school. How-

ever, one year, six months, or even one month of preparation is better than none.

PHYSICAL PREPARATION

A man who enters a horse in a race sees to it that that horse is in perfect physical condition. No owner would race a horse suffering from some physical defect. School is a long, hard race. If the best pace is to be set, the child must be in perfect physical condition.

Don't send a child to school without a thorough physical examination. Has he adenoids? Are his tonsils diseased? If so, he will surely entertain every stray germ. His school life will be a succession of whooping cough, measles, mumps and tonsilitis. A child who cannot breathe properly cannot pay attention, cannot learn readily.

Don't send a child to school who does not habitually get a proper amount of sleep. If you have taken him to the movies at night, allowed him to sit up and entertain your company with his "cute" sayings, or if he refuses to go to bed until mother does, he will be too tired to compete in school with children who have proper sleep habits. You may make allowance for his irritability, or his lack of attention. You realize that he was up late last night. These explanations will not in any way affect his inability to digest his school work. The teacher may think him stupid when he is only sleepy. His parents are the ones who have been stupid in their treatment of him, but the child pays the penalty. He is neither physically nor mentally strong, simply because he does not have enough sleep and probably never has had enough. His whole development has been retarded because it has not been convenient for his parents to see that he goes to bed regularly at an early hour. A child who has been starved for sleep during the pre-school years is laboring under a decided handicap when he enters school. He is often nervous

and inattentive. Mother wonders why her John doesn't learn as rapidly as Mary Ann who lives next door. She forgets that Mary Ann's mother has put Mary Ann to bed regularly between six and seven o'clock for six long years. Probably Mary Ann's parents like to go out in the evening. They also enjoy a good time. However, they feel that Mary Ann needs the rest. If their pleasure were bought at the expense of Mary Ann's sleep the price paid would have been far too high.

Don't send a child to school starved for the proper food. The under-nourished child cannot compete with the child who eats plenty of good food at proper times. Many a mentally slow child becomes normal when given the proper food. A child who eats between meals, who refuses his breakfast, and wants a lunch in an hour has just that much more to learn on entering school. If he eats no breakfast, after he enters school, he goes hungry. If he attends a school where a lunch is served at recess he is indeed fortunate. Many children improve in their school work immediately after they begin to drink milk at school. If all children came to school after eating a breakfast sufficient both in quantity and quality there would be much less need for the lunch at the early recess. You have probably thought of school milk lunches as a noble charity for the children from poverty stricken homes. Many school physicians will tell you that some of the worst cases of malnutrition are found in children from homes of the really well-to-do. The fact that you serve plenty of good food does not insure your child against under-nourishment. It is not enough to put the food before the child. He must eat it. How many children have been classified as mentally slow when it is their stomachs and not their brains that need attention!

See to it that your child's toilet habits are so formed that he goes to the toilet at times consistent with the school program. Many cases of constipation may be due to a sudden attempt to change the time for a bowel movement. Insist that the child develops the habit of going to the toilet directly after breakfast. Then when he

goes to school no change of time is necessary. If the child for six years has been regular in his habits, he much more readily falls into the school routine.

Are his eyes and ears normal? Many supposedly subnormal children are not subnormal, only defective in eye sight or hearing. Impaired eye sight in a child is not always readily detected. Often both his parents and teachers are deceived.

Sally probably inherited near-sighted eyes. Her grandmother and two aunts were very near-sighted. Long before she entered school she can remember looking through her aunt's glasses and marveling at the beauty of the world as seen through the lenses. Why did not all people wear glasses when that veil of indistinctness was so magically removed? She found that the trees really were composed of individual leaves that could be seen without picking a branch to examine it. The stars were more than a bright blur in the sky!

Sally's parents thought her fondness for her aunt's glasses merely a childish desire to "dress up." All children like to play at wearing glasses. When she entered school Sally soon learned that by close attention and straining she could see the blackboard for short periods at a time. She naturally supposed everyone had to make an effort to see things at a distance. As her school work was above the average, neither teachers nor parents suspected any defect of vision. As she neared adolescence her eyes became rapidly worse. The time came when, strain as she might, she could not see the blackboard, even from the front seat. Then of course she was immediately fitted with glasses, but not until her eyes had suffered irreparable damage. If her eyes had been examined on entering school she would have been saved much subsequent trouble.

Experiences similar to the above are not at all uncommon. Quite frequently school children who have appeared perfectly normal to both teachers and parents are discovered to have very imperfect vision. Just because your child *seems* to see easily, because he doesn't act as if he were half blind, do not assume that his eyes are per-

fect. Many times one eye is doing double duty where two should share the work. Often a child forces himself to extend his range of vision momentarily by a very great muscular effort. In such a case he is doing great harm both to his eyes and to his nervous system. The nervous strain in trying continually to overcome such a handicap is often very great.

Be sure that the child's eyes and ears are normal before he enters school. If you find that he has defective vision correct it, either by scientifically fitted glasses or by proper

treatment. If his hearing is defective see that in so far as it is possible that also is corrected. Since so much of the happiness and success of the child depends on hearing and vision, do not be satisfied with quack doctors or home treatment. The services of the best specialists are frequently the cheapest in the long run.

If it is impossible for the child to become normal in sight or hearing, explain the situation to the teacher. She will gladly seat him where he will see or hear readily. Send the *whole* child to school.

Program Making

BY MARTHA SPRAGUE MASON

NOTE: At the Atlanta Convention an urgent request was voiced at the Program Making Round Table that the summer numbers of the *Magazine* might put into permanent form the ideas given by the speakers. This is the first in a series of short articles on the subject.—Editor.

DURING the summer months Program Committees everywhere are preparing for Parent-Teacher meetings for the coming school year. By September or October a printed or multigraphed program will be ready to send to the homes of the pupils or to distribute at the first meeting.

A carefully thought-out program is as necessary to the success of an association as a well-planned course of study is to the school. We are constantly urging all parents and teachers to become members of our organization. To attract them to our meetings we must offer them well-balanced programs, varied and interesting, and at the same time suitable for a Parent-Teacher Association. In its bearing on membership, publicity, activities and general interest, the program becomes the steering gear in the Parent-Teacher mechanism. Turned in the right direction the program leads along the highway towards Child Welfare Land. Turned in the wrong direction, it leads onto the rocks where so many well meaning associations have failed of distinction and have met only with extinction.

Program makers should be chosen with care. The committee should be made up of both parents and teachers if possible, in

order that the point of view of both home and school may be presented to the association. The personnel of the committee may represent the different types of members, but all should be equipped with vision, common sense, a knowledge of the membership, and of the resources of the organization to assist in carrying out the program.

The exacting duties of the Program Committee should be borne largely by the parent members, in order that no heavy burden may be placed on the teachers.

The first thing for a Program Committee to do is not to evolve a program out of its inner consciousness, but to discuss subjects and to consult teachers, principal, superintendent and school committee, in order to get a general opinion about the way in which the Parent-Teacher Association can best function for the good of the children. When a topic has been chosen, the committee, with the assistance of other members should make a survey to get all available information on the subject. The reports of these investigations will form valuable and interesting features of the program and will lead to vivifying activities to be carried on later by special committees.

It may be that several subjects will be considered during the year, sometimes only

one or two. But a general plan, leading to some definite end gives a worthwhileness to the work which will appeal to even a lukewarm member.

There are several test questions to ask about a Parent-Teacher program. If it does not pass any one of these tests it may be regarded as a failure so far as Parent-Teacher purposes are concerned.

1. Does the program develop co-operation between the home and the school?
2. Does it develop in parents and citizens an appreciation of the school?
3. Does it develop in parents and citizens a sense of responsibility to the school?
4. Does it bring the resources of the parents to the school for its enrichment?
5. Does it find out the needs of the school and of the community?
6. Does it encourage the study of the child?
7. Does it raise the standards of home life?
8. Does it arouse a sustained interest in training for parenthood?
9. Does it encourage members to participate in the program?
10. Is it adapted to the needs of the school and community?
11. Does it lead to some activity or study which will help make home, school and community conditions better for the development of children?

Program helps are innumerable. The most prolific source is the material at the National Office in Washington. This is supplied by National Chairmen of Committees who have written programs on a large number of subjects relating to the well-being of children of all ages. These programs are distributed free of charge to members, through the offices of State Branches, or through state presidents or state chairmen of literature. Each Program Committee should have a list of the national publications.

Many State Branches have their own programs, covering many subjects; and co-operating organizations, State Boards of Health and State Boards of Education have prepared much valuable material for the special use of Parent-Teacher Associations.

Chairmen of state committees are glad to help local associations to plan programs on their subjects.

The Child Welfare Magazine in every number gives many suggestions for meetings and furnishes articles admirably written by experts on all the main subjects being discussed by Parent-Teacher groups. It also furnishes a list of all chairmen and their committee subjects.

A Bureau of Program Service is maintained by the National Congress of Parents and Teachers. The manager of this bureau is Mrs. Earl L. Morris, 813 East First Street, Santa Ana, California, and her service to Congress members is to know all available material relating to Parent-Teacher work and to help associations to secure suitable programs within the range of subjects covered by National Committees.

Many Program Committees are quite content if they can find speakers who will take the burden from their shoulders, and with a little music, a recitation and an exercise furnished by the school, entertain the audience for an hour or two. This is not a program. It is a lecture course. Beware of it!

Speakers, of course, may be extremely valuable in carrying out a program, and can be used to best advantage in two ways:

First, to arouse the members of the association to the importance of studying or taking action on a subject which, in the estimation of the program committee, deserves serious consideration. For instance, if it has been decided that the school community needs a Kindergarten, call in an expert Kindergarten teacher to explain the advantages to be gained by having a Kindergarten, and methods of establishing one. Whenever a new subject is introduced, especially if it is to lead to action, an inspiring, experienced person who comes to speak to the entire membership is of great value. He will speak with authority on safety, art, spiritual education or on any other subject which the association wishes to consider.

Second, a speaker may be used to great advantage in directing interest and mobiliz-

ing the power of the association after a survey by members has discovered facts and secured data. A need for better leisure time occupation and amusement for children has, perhaps, been brought to the attention of the members who themselves have searched the town for information as to the number and character of dance halls, public playgrounds, tennis courts, pool rooms, movies, and opportunities for swimming and skating. But the facts do not speak to the layman as they do to the professional in the field of recreation. It is he who should be called in to interpret the data collected, size up the situation and recommend ways of meeting more completely the recreational needs of the boys and girls and of the community at large. As a result of his advice the Parent-Teacher Association will feel on safe ground to make plans and work towards definite ends.

To use a professional speaker for entertainment purposes is entirely unjustifiable, in a Parent-Teacher Association. It is a waste of the time of the speaker, because few will go to a meeting to hear even an expert speak on a detached subject unrelated

to the needs of the school and to the activities of the association. A live association will use speakers—always the best obtainable—for arousing interest in projects, and for interpreting local data in carrying out projects. It will not use a speaker on an unrelated topic merely for the sake of saving itself the trouble of thinking out a real program.

Speakers may be obtained from the membership of the association, from the school and other town departments, through the state office and through co-operating child welfare organizations. It is occasionally possible to secure a national officer or a field worker, through the state office.

An ideal, well-balanced program provides for not too much business; a little music; a short talk by a teacher, interpretive of the objects and methods of the school; reports on the progress of activities undertaken; the main talk, which shall be related to the work being done; and a social hour when the projects may be discussed informally, teachers may be met in their rooms, new members welcomed and old acquaintances renewed.

OVERCOMING CHILDREN'S FEARS

BY DR. D. A. THOM

National Chairman, Mental Hygiene

FEAR is perhaps the most common emotion which beings experience, yet it is extremely doubtful if the child has any inherent fears at birth. Most fears are produced by some experience through which the individual has had to pass in early life.

Some children are afraid of anything new or strange, but they soon become accustomed to it if they are allowed to do so gradually. It is a mistaken notion that a child should be pushed into a situation where he is afraid in an effort to "train him." A little child who cries at his first experience of bathing in the big ocean is not helped by being thrown in, but on the contrary gets an experience of dread and fear which may not be easily overcome.

Fear of animals may occur at a very early age but usually passes off as soon as the child becomes accustomed to the sight of them, unless he has some especially unfortunate experience in being frightened either by the animal itself or by threats that the animal will get him if he is not a good boy.

Many children are threatened with the policeman or the "bogie man." Sometimes mother speaks to the ragman and asks him to take a naughty boy away in his bag. It is particularly unfortunate when mothers use a threat of the doctor to frighten their children into obedience, for the time may come when a child's life may depend on a doctor's being able to get him to take treatment without crying or struggling. "The

doctor cuts the fingers of little boys who touch things" is not good preparation for such an emergency.

Often fears are due to unpleasant experiences for which the parents are in no way to blame, and may even extend to things which are merely associated with the unpleasant experience. For instance, a child who has been hurt in a doctor's office may be afraid to enter any place which looks like a doctor's office. A book agent, with his black bag, may be a terrifying figure to such a child. This is a very different thing from fears that are produced in the child's mind by threats. The fears based on a real experience can be overcome by gradually associating pleasanter things with the same situation or by appealing to the child's courage to face his fears bravely.

Children quickly adopt the attitude of their parents, be it one of bravery or fear. Many mothers wonder where their children get their fear of lightning or animals, forgetting that they themselves have shown fear when they thought the children were not noticing.

Such was the case with little Ellen. Her mother thought the child inherited from her a fear of the dark and everything strange. Ellen would awake screaming at night, saying some one was climbing in at the window. Her mother compared this in the child's hearing to her own fear of being left alone of an evening when she thought every sound meant a lurking marauder. The mother had heard many ghost stories in childhood, and though she denied that she had ever told them to Ellen, she talked quite freely about them in her presence. It is not hard to see where this child's "inherited" fears originated.

If the child develops a fear of loud noises and flashes of light, such as thunder and lightning and firing of guns, he can overcome it only with the help of intelligent suggestion from the parents. He must see from their attitude that there is no occasion for fear. The mother who is terrified by these situations and whose fear is openly demonstrated before the child can

be of no assistance to him. Imitation clearly plays an important part in the development and control of fear. This may be seen, for instance, if things go wrong at sea and a ship is in danger. One panic-stricken person may start a stampede for the lifeboats, whereas one calm and fearless officer can quell the impending panic and control the situation.

Vague and poorly formulated ideas about death are the basis of more mental anxiety in children than is generally supposed. To one child death meant being buried in a hole, another child had a fear of being buried alive, and many children are disturbed by the line in the evening prayer which is familiar to most children, "If I should die before I wake." It would be impossible to state all the vague fantasies of childhood about this ever-present problem of death, but it should not be difficult to give the average child a conception of death and the hereafter which will do much to allay the common fears surrounding this mystery.

Things said in jest may cause great anxiety to a little child. A man, now a college professor, relates how he suffered for weeks in boyhood because some one told him that if he ate bread and molasses horns would grow on his head. He at once gave up eating that delicacy without explaining to anyone through fear that he would be laughed at. Then he imagined that he had lumps on his forehead. In a frenzy of anxiety he asked his mother if she could feel the horns, and she, thinking it was part of some game, said, "Yes, I believe I do." The grown man still feels the pain of that experience.

Fear is a driving force in human conduct. It makes us do things; it keeps us from doing them. It protects from danger, and without a reasonable amount of fear mankind could not live. It is useless to talk about eradicating fear, but in training the child every effort should be made to see that fear does not become a curse instead of a means of protection.

* This article is part of Publication No. 143 of the Children's Bureau of the U. S. Department of Labor, Washington, D. C. The entire bulletin may be secured free by writing to the bureau.

Department of the National Education Association

The School of Tomorrow

BY JOY ELMER MORGAN

Editor of The Journal of the National Education Association

THE school that looks backward turns to salt. Thinking people no longer expect tomorrow to be the same as today. China tried that and stood still for four thousand years. The school of tomorrow will have reverence for the past combined with respect and enthusiasm for the future. It will be more interested in progress than the status quo. This about face as between the ancient school and the modern implies a changed emphasis on ideals. These ideals run like a golden thread through ten thousand books and a million magazines that reflect the thought of teachers. They are not stated in dogmatic terms or with finality. The world is growing more content to be open-minded. But the force of the new ideals and the new trends is unmistakable. Here are some of them.

First, the school of tomorrow will define education simply as guided growth. Teachers will understand that growth comes from within and that it concerns the whole of life. There will be less distortion in the school; less unnaturalness and unreasonableness.

Second, the school of tomorrow will start much earlier in the life of the child than the school of today. The scientific study of infancy is just getting underway. Pre-school laboratories and children's hospitals in America, state nurseries for babies in Russia, and infant schools in other countries are putting increasing numbers of children under scientific observation. The early findings of these studies suggest that the present pre-school years may be more important for educational purposes than all the school years put together. The simple basic habits that underlie successful living

may be formed then. The great attitudes toward life have their roots in infancy.

Third, the school of tomorrow will continue its guidance longer and release it more gradually than the school of today. No one will be dropped from school because he does not fit. Schools will face frankly their task of fitting themselves to children. There will be closer integration with adult work on the one hand and with adult leisure on the other.

Fourth, the school of tomorrow will demand teachers of greater skill and training than the school of today. Candidates for teaching will be selected more carefully. Training will be longer and more thorough. Salaries will be higher and will be based on skill rather than the ages of children taught. Tenure will be securer. Community recognition will be more generous. Educational effectiveness could be doubled in two years if the nation would select and train its teachers with as much energy and vision as it gave to training officers for its army in the World War.

Fifth, the school of tomorrow will not worship fixed seats, textbooks, set routine, and mere grades. It will give children a chance to grow. Longer school days and years will go hand in hand with a more varied program of activities. The child will find joy in school because in it are rich opportunities for guided self realization.

Sixth, the school of tomorrow will lay in rich sensory experience the foundation for a vigorous and well-balanced mental life. Children will get actual experience, not mere descriptions of other people's experiences. They will not be content with reading that the magnet attracts iron. They

will themselves feel it pull. They will not stop with mere theories of soil fertility. They will make soils out of the raw materials. They will correct soils and adapt them to the needs of different types of plants.

Seventh, the school of tomorrow will use objective measurements to guide and stimulate the learning process. It will not depend on teachers' guesses. It will rely more on the natural desire to achieve and will waste less energy on artificial prodding.

Eighth, the school of tomorrow will distinguish between the noble art of teaching and the routine aspects of school management. It will provide clerks and machines to do the routine. Industry and business have learned to conserve talent for key activities. Schools still dissipate the precious energy of the best teachers on tasks that a well-trained clerk could do better.

Ninth, the school of tomorrow will use a wealth of mechanical equipment to aid learning. Radio telephone and television will bring the world's best to the remotest child. Children will watch operations in factories a thousand miles away. With a turn of the dial they will shift from the galleries of the League of Nations to a storm in the Alps or a sugar harvest in the tropics.

Tenth, the school of tomorrow will be associated with vastly enlarged provision for the lifelong education of adults. As

high schools, junior colleges, colleges, and libraries with large technical staffs multiply in number, the elementary school, in spite of its vast army of children and its key position as the foundation school, will become the lesser phase of society's educational effort.

This tentative catalog of the characteristics of tomorrow's school does not exhaust the possibilities, but it does suggest that education is entering upon a new era. If society is to meet that era half way, it will insist on having its best minds and greatest hearts in the schools where life is in the making. If parents are to do their part they must give more time and more thought to the great adventure of parenthood. If teachers are to rise to the new opportunities they must elevate the basic aims of education above grades and degrees in their own minds and in the minds of children and the general public. The basic aims, the great objectives of education abide. Methods change and the setting varies, but health is fundamental, the tools of learning are necessary, citizenship is inescapable, service is a radiant star, home is man's great joy, leisure is liberty, and character is humanity's highest good. To take the human plant in the garden of today's life and to fashion out of it the kind of individual and group life that the best men and women desire for tomorrow is the challenge of tomorrow's school.

National Congress of Parents and Teachers

FOUNDERS' DAY, FEBRUARY 17, 1926

THE National Birthday Gift for 1926 reached the goal of \$10,000 for National Extension Work! This generous amount will make possible increased field service for the organization and in demonstrating the value of Parent-Teacher Associations throughout the country.

30TH ANNIVERSARY

The year 1927 ushers in the 30th Anniversary of the founding of the National Congress of Parents and Teachers. It is desired that the observance of the birthday anniversary may be memorable and epoch making by special effort *throughout the year* for enlarged membership; increased subscription to the CHILD WELFARE MAGAZINE; in greater loyalty to the State and National organizations; greater efficiency in the conduct of all association work and greater fidelity to the highest ideals of service to the children of the world. Shall not the National Congress consider it a privilege to give also a still larger gift for National extension work on February 17, 1927?

MARY GRINNELL MEARS.

A PLEA FOR TEMPTATION

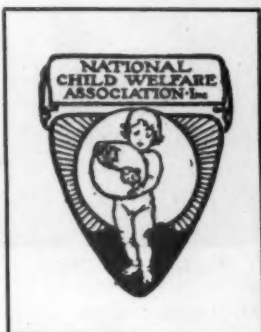
BY MARY S. HAVILAND

Research Secretary, National Child Welfare Association

A FRIEND of mine, Mrs. A, when asked how she secured obedience from her children, blandly replied, "When my first baby was born, I determined that I simply would not have a disobedient child—so I never asked any of them to do anything they didn't want to!"

While few of us state our case so naively, there seem to be a great many who act upon Mrs. A's theory. There appears to be, in many quarters, a feeling that our prime business, as parents and teachers, is not to fortify our children against temptation, but, so far as possible, to do away with all temptations. Do we want our children to be industrious? Very well. Then we must set them only such tasks as will, on sight, arouse their interest. Do we wish them to obey the law? Then we must not pass any law that interferes with their pleasure. Do we wish them to be truthful? Then we must never give them a chance to lie.

The no-temptation theorists object to the "honor" system and to student government because they offer opportunities to falsify. They object to prohibition because it tempts the "high-spirited" (how much pleasanter a word than "lawless"!) to defy the law. There would be no hip-flasks, they say, if it were not that the law makes them so tempting; prohibition has made our young people law-breakers. They object to examinations because they offer an opportunity for cheating. They object to any system whatever of recording the child's progress if the child's own judgment or word is involved, for he may be tempted to lie. Thus they condemn the "Health Chore" records because of the fear of incorrect scoring. They condemn the Scout and Camp-fire system of badges for progress, because the child may lay claim to having done



more than he or she has actually accomplished. They object to the Character Exercises of the Knighthood of Youth on the ground that both parent and child may mark the record sheet unfairly. One such objector recently wrote:

"Of what value is this to the child? In the first place children cannot always judge their own acts. There is the

danger that they will check items that have not been well performed. Many parents are so anxious to do as their children ask them to that they will often sign their names to a card without reading it. This is particularly true in foreign neighborhoods where the parents have to rely upon the word of the children. Isn't this putting a premium on lying?"

The point of view implied in the first part of this paragraph seems to me a very curious one, especially in a teacher. Of course children are imperfect judges of their own acts; that is the very reason why they need the training in moral judgment which the Knighthood of Youth affords. One would suppose that the child existed for the record, not the record for the child—that the purpose of the Knighthood was to secure a number of correctly marked scores, not to secure a larger number of worthwhile children. One is irresistibly reminded of the small boy who declared his inability to produce a perfect spelling lesson because "the teacher kept changing the words on him." Just as the object of the spelling lesson is not to procure perfect papers but to teach the pupils to spell, so the object of the Knighthood of Youth is not to procure absolute accurate reports of the children's actions, but to *train them in power of moral judgment and in habits of right action.*

But passing by this point, we come to the

charge that being trusted to keep his own record makes a child untutful by subjecting him to temptation.

In practice, this has not proved a serious obstacle to the Knighthood of Youth. There are, of course, some children who are, as yet, poor judges of their own actions,—these cannot be rightly called untruthful, and are on the way to forming sounder judgment. There are also, undoubtedly, some who consciously falsify their records, just as there are college students who cheat in examinations under the Honor system and who take advantage of student government to break college rules. Every plan that substitutes self-criticism and self-guidance for surveillance and authority is open to this objection. Naturally, especially when they first join the Knighthood, some children who have always been careless about the truth will continue to be so and will mischeck their charts. But after they have been members for a time and have been led to *think about and realize* the value of truth and to see why it is the only possible basis for human society, they cease to do this. Many children lie and cheat simply from habit and because they have never clearly realized that it is foolish and wrong. As "Knights," they feel that it is beneath them and conquer the habit. One teacher says, "The lying, I am proud to say, has almost stopped completely." Another adds, "My class has greatly improved. Can be left by themselves without a monitor—each child feeling responsibility for himself."

It seems fairly clear that, to the average, normal child, the Knighthood record does not offer any special temptation. But if it did, what of it? To return to our original question, what should be our attitude as parents and teachers toward this matter of temptations.

Some parents, as has been said, try, as far as possible, to shield their children from all



Marking His Chart

temptations. There is, we must admit, something to be said for this if we are dealing with very small children or very great temptations. We have no moral right to leave a tempting box of candy, unwatched and forbidden, in the presence of a three-year-old. Or to send out a sixteen-year-old bank messenger with a fortune in bonds. Or to leave an un-

guarded pocket-book in

sight of a man whose family are starving. We must not "put a stumbling-block or an occasion to fall" in our children's way.

Yet we cannot possibly guard our children from all temptation, any more than we can keep them from all danger. Life is one long series of temptations. Every day brings us an opportunity to deceive ourselves and others. Scarcely a game which does not offer the child some chance to cheat unobserved. Scarcely a lesson in which, by copying, "cribbing," or some other unfair means, he may not gain a seeming advantage. If anyone *wants* to cheat,—child or man,—he will always be given ample opportunities for doing so. This is a dangerous world. The only way to keep our children safe is to teach them how to meet danger. It is a temptation-full world. The only way to save our children is to teach them how to meet temptations,—the little temptations of every day in preparation for the great temptations that are pretty sure to come later.

But again, supposing it were possible to keep our children from all temptation, what would be gained? Is our object to keep our children from doing wrong? Or is it to train them to know, to love and to do what is right? Is it our duty to keep them from making mistakes, or to help them, through their mistakes, to learn better? The spelling teacher does not, as the small urchin assumed, desire above all things the production of perfect spelling papers—she desires that her pupils shall, through trials

and mistakes, through mastering harder and harder words, learn the art of spelling. The piano teacher does not, if he is a true teacher, aim to have his pupil give a perfect rendition of one "show-piece"—he wishes him to *learn how to play*. So, in all reverence be it said, the Lord does not desire in us a sterile perfection, a sheltered, secluded purity, such as the monk of the Middle Ages found in his cloister. He desires that we shall have "abundance of life," experience, adventure, education, progress,—and all of these presuppose the making of mistakes. The Lord wants us,—and we should want our children,—to *learn how to live*.

He does not, I truly believe, worry much over our mistakes, so long as we are learning. Let us not be unduly troubled so long as our young people are also learning.

Robert Louis Stevenson once remarked that after all the important thing in life is not to avoid doing wrong, but to do right. "Moreover," he added, "the latter is possible, while the former is and always will be impossible." Through temptations come mistakes, through mistakes comes experience, through experience comes wisdom to the mind and understanding to the heart, and through wisdom and understanding comes character.

Summer Safety

BY SUZANNE MORIN SWING

Field Secretary, Education Division, National Safety Council



As the belated Spring timidly makes the grass a brighter green, and daughter's dress more sheer in texture and more gorgeous in color, fear of colds, of pneumonia, of all the dread diseases escapes out of the wide-open windows, and parents breathe a deep sigh of relief. School will soon be over—the hasty breakfast, the quick dash down the street, all the speed and bustle and responsibility for regular hours will be off parental shoulders. From elder to younger, just one thought is uppermost: VACATION. Where are we going, what shall we do? "Mary, Mary, Mother says we may go to the beach!" or, "Say, Johnny, Whadoyouno? Dad says that he can take me to the farm this year." Of woods and lakes and green pastures is made the throbbing rhythm which hums like a song over every home at this happy season; respite, rest, freedom from all the restraint of winter and of school.

Of this joyous atmosphere, of this "song and dance" air of festivity, we should like to sing the summer through, but the last verse of the summer anthem comes floating in on a distant breeze, and perhaps two weeks after the close of school the words reach us clearly: "Vacation seems to be the hardest time of all; I just don't know how to keep those children in order!" The old ailment, lack of occupation, as ever breeds trouble, not the least of which is danger for life itself. In those cities which provide play-schools, or where properly supervised play-grounds take care of the children's happy moments, our fears are allayed, at least in some measure; but what of the innumerable cities and towns which have not attained to this? What becomes of the children there? And what is the responsibility of fathers and mothers in the matter? Is it not, first of all, to know something about the dangers which confront children in summer *in your own community*? To recognize the things which may harm *your own* jolly, fat, lively, irrepressible Billy or Martha? Against which of the following perils should your children be especially on guard?

Traffic, fire and water—shall they be friends or enemies to your children this summer?

Where does your youngster play, now that he is not watched on the school playground? Does he dash

across the street regardless of traffic, to play ball with the neighbor's boy, perhaps in the middle of the street, where it is "good and wide?" And when your eye is off him, where does he go? And Betsey? How does she get to the movies? Where does she roller-skate?

In the city or even in the small town the problem of play places is an acute one, particularly in summer, when the children are free all day long; but you can't say to them "Don't play in the street," if there is no other place for them to play. The establishment of supervised playgrounds is in most cases a slow process, but even if your city can not claim enough parks and playgrounds to take care of all the children, there are other alternatives. The most practical one, the street playground, is thoroughly discussed in the June issue of *CHILD WELFARE*. Will you not be a leader in your own community or at least in your own district, in the move to provide children with a place where they can have a good time, safe from crushing wheels?

Death from burns and scalds comes most often to tiny children playing about in the kitchen where the range or gas-jets, or kettles of scalding water are an ever present menace. But death and injury are in many cases the result of children playing with matches and bonfires. How about the celebration of July Fourth in your city? Is it to be a safe and sane Fourth and if not, won't you use your influence to substitute an athletic meet, a dramatic festival, a community picnic or some other whole-

IN 1924

Street accidents	killed 5278 children
Burns	killed 4268 children
Drownings	killed 2363 children
Railroads	killed 230 children
Fire-arms	killed 863 children
TOTAL	13,002!

some fun for the red trail left by the Fourth of July in so many places? Community fire-works are a great source of pleasure, and are safe when in the charge of responsible adults, but it is a grave ques-

tion whether the fun of fire-crackers, cap-pistols, and so on, are worth the toll they exact in injury and death.

The very best part of the summer for many people, grown-ups and children both, is the chance to be in or on the water. No one wants to curtail the fun of swimming, canoeing, sailing or fishing, and yet these sports so often end in needless tragedy which a little forethought and common-sense might have prevented. Popular bathing places should be supervised by a responsible person who not only is a strong swimmer, but who has been trained to rescue as well. If your children are to be at the shore or near a lake or river this summer, see that they have a wholesome respect for the habits of boats, and also that they know enough to look out for such things as undertow, cold streaks, swift currents, holes, submerged rocks and treacherous mud. Nowadays there are places in almost every city for children to learn to swim, through the Red Cross, Y. M. C. A., Y. W. C. A., etc. If your children can swim, they will not only be much safer, but will enjoy water sports very much more than they otherwise could. Make your children see that foolhardiness in water sports of all kinds endangers their own lives and also the lives of others who may be called on to rescue them.

You will, of course, do all you can to insure a safe and happy summer for your own children. Won't you also help to set high the record of safety throughout the country, not only on sheets of statistics, but in the homes where sorrow begs for a vacation?



Play and Recreation



Department of the Playground and Recreation Association of America

CONDUCTED BY J. W. FAUST AND MABEL TRAVIS WOOD

Playground Leadership

WITH the rapid growth of the playground movement many people have asked: "Why should we teach children to play?" "Can play be led?" Some maintain "You might as well try to teach fishes to swim as children to play." Many object on the ground that leadership takes from the child his initiative, and encroaches on "the sacred domain of childhood."

But the practical experience of cities has exploded the theory that the play instinct and the desire to play make it unnecessary for a child to be taught how to play. Prof. George E. Johnson, of Harvard University says: "Did a boy ever play baseball who was not taught by someone? A boy no more inherits the game of baseball than he inherits the Lord's Prayer. What a boy does inherit is an instinct for throwing just as a bird inherits the instinct for singing, but not the song. When this instinct is not supervised, what happens? Some boys were arrested and brought to the juvenile court. They had thrown stones at moving passenger cars in the ravine below them. In common with other boys they had the instinct for throwing but it was not guided. If it had been, these boys would have been in a baseball field and ball throwing would have taken the place of stone throwing."

The records of the juvenile courts throughout the country furnish numberless

records of misdirected instincts and energies—misdirected because there has not been leadership to show boys and girls how their energies may be made to count for team work, for honor, for life and efficiency.

An experienced recreation director says this concerning the school playground: "While it is advisable to purchase some balls and to lay out some courts for special games, do not be led into believing that balls and courts constitute a playground. The first essential of a playground is leadership. This cannot be emphasized too strongly.

"Leadership is not a mere police duty. It is not discipline in the sense that the word is all too often used in the school room, but it is, rather, organization.

"Children unused to organized play rarely possess initiative and executive ability sufficient to start games and keep them going. It is the play leader's duty then to organize the game and to act as umpire."

In speaking to leaders she says further:

"You must be right on the ground all the time. Play with the children. You will come into closer contact with your boys and girls and if you prove you are fair and square in your decisions and insist upon fair play from them you will gain their respect and admiration. You will bring home in a half hour's play ethical lessons which all the talks in school for a year would fail to impress."

Experience has shown that when many children are playing together, a play leader is necessary to keep the playgrounds from falling into the hands of a gang, and prevent it from becoming a public nuisance through noise and disorder. Play leadership does not mean school discipline, does not mean providing someone to amuse the children. When a playground has a good play leader the boys and girls are conscious of his presence only when he is absent. A good play leader deprives the bully of his power and draws out the timid child. His presence means freedom for all to play according to the rules of the games. The playground becomes a place where the children know something is going on, and where they desire to come.

Experience has also shown that many more children will come to a playground when once a good play leader is secured. What boys and girls think of good leadership has been repeatedly demonstrated. As an experiment a playground was thrown open without play leadership in a city of 300,000. Fifteen to twenty children used it. Unannounced a play leader appeared. Then seventy-five to eighty children used the playground. A regular play leader was then placed in charge for the summer and the average daily attendance was 448. When the experienced play leader was withdrawn and an untrained person substituted the at-

tendance at once fell off. There were in one of our large cities two playgrounds—one, an indoor playground with good play leaders, was used by about 1000 children a day; an outdoor ground; manned by poor play leaders (who were in reality only caretakers), though much larger and better equipped, had an attendance of only 200.

Joseph Lee points out that the playground and the home are very closely related, and that the playground can do more to build up home life than any other force. The effort of the playground must be to return the child to his home at night in a better condition to take part in the home life than it found him. It must make him a better player, a better listener, a better loser, a better comrade. And this can be done only through the direction, suggestion and example of men and women of the highest type.

Play is education, and a playground cannot succeed without a leader any more than a schoolroom or a church or a boy scout troop or a boys' or girls' summer camp can succeed without leadership. Unquestionably, play should be free; but it does not make for a decrease in personal freedom or spontaneity to participate in group games or to submit one's mind to an influence which, in the guise of play, transforms it from a free-booting individualistic trend to one which is orderly and social-horized.

Why Not a Home Play Week?

Do parents and children in your town play together as much as they might? July should be a good time to stage a home play week in your community or neighborhood. Children are set free from school. Dads and Mothers begin to think of the outdoors. The center of family life shifts from the living room to the backyard and porch. Picnic baskets are packed.

During Home Play Weeks, as they have been held in a number of cities, neighborhood and inter-neighborhood programs and demonstrations are conducted through the natural channels of neighborhood activities.

Publicity is given through window exhibits and store displays and in schools and churches. The local newspapers each night run suggestions for games. In Visalia, Cal., interest in the campaign was roused through a house to house canvass of the town, and through neighborhood meetings held in each district to explain to mothers the plans for the week and to teach them games. Slides were displayed in the moving picture houses, advocating home play. A picture of a jolly looking father in his shirt sleeves, having a romp with a small tow-headed boy, was the official poster of the campaign. A map hung up in front of one of the stores on Main

Street gave the names and addresses of all the families participating.

The program of the home play demonstration, held in the municipal auditorium one evening during the week, was a pet parade, the dramatization of a children's story, a children's moving picture, a talk on home play, and community singing. A children's orchestra played and there was also a musical selection by all the members of one family—young and old. Following the entertainment was an exhibition of games, books and music suitable for children, play clothes, pets and homemade playground apparatus.

In most cities the co-operation of the teachers has been secured. Each child is asked to take home a home play agreement, and to ask his parents to sign it and return it to the teacher.

A little girl in a Southern city was quite determined that her Daddy should live up to his agreement. One night he was staying late at his office. The telephone rang and a small voice demanded, "Aren't you coming home to play with us?" The father decided that business wasn't as pressing as he had thought.

The following is the home play agreement used in Visalia:

**"ONE WEEK'S AGREEMENT—
JUST FOR FUN"**

We agree to co-operate with Community Service in the Home Play Campaign, by carrying out at least four (4) suggestions made, during Home Play Week, Sunday to Saturday.

Address of parents

Parents please sign

Please tear on this line and return to teacher by child.

PARENTS! JOIN YOUR CHILDREN IN PLAY

Fathers and Mothers: Community Service asks you to enlist in their Home Play Week Campaign, Sunday, _____ to Saturday, _____.

By signing the above agreement, you pledge yourselves to carry out any four (4) of the suggestions contained in this circular.

SUGGESTIONS

1. Play space. Outdoors. Clean. For babies should be fenced portion of porch or four-sided baby pen.

2. Swing. For little tots should have sides, back, holes for baby's legs, so can tie in.
3. Hanging bar or trapeze.
4. Garden. Must be child's own garden. May be only a window box.
5. Pet. Even baby will enjoy observing chicks or rabbit.
6. Sand box. Should have board on top of one side to serve at seat and table. Wet down every night.
7. Museum. Child's own collection and special place to keep.
8. Work shop. Hammer, saw, etc., and special box or place to keep and space to work if possible.
9. Equipment for playing ball, tennis or croquet.
10. Regular play time with parents. At least three times a week. Ten minutes or more each time.
11. Story hour daily. Should be at a regular time.
12. Subscription to Popular Mechanics, or other popular science magazine.
13. Music lessons, voice or instrumental.
14. Bird bath. Could be flower pot kept supplied with fresh water daily and with dust bin beside. Fixed above ground to be away from cat.
15. Doll house and doll carriage (counting one).
16. Play house. Roof, but without sides, so can see in readily from outside.

Where there are only children under three years selection may be made not only from the above sixteen but also from the following:

1. Six colored balls, preferably worsted.
2. Hanging prism.
3. Tiny wagon or wheelbarrow.
4. Carpenter blocks. May be gotten from planing mill. Must be large size.

Play the games as when you were a boy or girl.

Tell the stories your parents told you.

Sing the songs you sang when you were younger.

Home Play suggestions will be found in this department for April, 1926, and January, 1926.

The following are among the publications of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

HOME PLAY	\$0.40
(Suggestions for games and activities for home use and for backyard playground equipment.)	
HOME PLAY	\$0.10
(Supplementary booklet containing many practical suggestions.)	
HANDCRAFT	\$1.25
(Contains patterns for lanterns, kites, toys and many articles which may be made by children in the home.)	
TWELVE GOOD GAMES.....	\$0.10

A Playground Collection Club

AT sometime between the ages of ten and sixteen almost every boy and girl starts to collect something. It may be anything from rock formations to recipes, from tadpoles to pins. If you ever had a "museum" when a child, you know the joy of discovering new specimens, of neatly cataloguing them and showing them to friends.

The following suggestions for profitably using the child's acquisitive instinct are made by the Department of Playgrounds of the Cleveland Board of Education.

"Interest in collecting may be begun in a very definite way with the playground children. Later as adults, they may continue this interest in collections as a hobby. Many of your friends find great recreation in collecting furniture, rugs, roses, etc."

As a suggestion for starting collection clubs on your playgrounds, begin with your own hobby. If you have not already made

a collection, decide what is most interesting to you. Arrange the material attractively. Name the articles, show when and where you found them, etc. Display the collection in a prominent place on the playground. Put up an appropriate poster announcing the day, hour and place of the first meeting of the collection club and urge all to come and bring their friends.

Make an attractive collection club poster for that meeting and put the names of all present on the poster as club members. Collection clubs should meet at least once a week—more often, if desired. Children do the collecting themselves and bring their material to the club meeting. At this time show the children how to mount their specimens and label them. As soon as a collection is finished, give the child credit on the club poster. Keep all their collections for the Playground Exhibit.

Sleep for Children*

BY HARRIET WEDGWOOD

A Recitation by Several Children

(With appropriate gestures; or with appropriate pictures or models.)

FIRST CHILD:

Peregrine White in a cradle slept.
You can see it in Plymouth-town.

SECOND CHILD:

Jacob slept under the open sky,
And his pillow, they say, was a stone.

THIRD CHILD:

But a Wonderful Baby once slept on the hay
In a manger-bed, far, far away.

FOURTH CHILD:

I sleep in a little white bed by myself;
My windows I open wide;
But I've warm things above me and warm
things beneath,
So I'm snug and warm inside.
My pillow is, oh, so soft and small;
And sometimes I have no pillow at all.
(Cheerfully.)

FIFTH CHILD:

Stevenson said that his bed was a boat,
And he sailed to the Land of Nod.

SIXTH CHILD:

Jacob dreamed of a ladder that reached
From the earth right up to God.

SEVENTH CHILD:

And over the manger a star shone bright
And the angels made music all through the
night.



EIGHTH CHILD:

I, too, sail away for the Land of Nod
Every evening just at seven,¹
And I dream sweet dreams as the silvery
moon
Looks down at me from Heaven;
And over me, too, the stars shine bright,
And God watches over me all the night.

For children whose bed hour should be 8
instead of 7, the verse may run:

I, too, sail away for the Land of Nod,
I sail every night at eight;
For that is the time my boat should sail,
And I shouldn't want to be late!
I dream sweet dreams while the stars shine
bright,
And God watches over me all the night.

* From "Sleep," Health Education Bulletin No. 12, U. S. Bureau of Education, Department of the Interior, Washington, D. C.

	<h1>Child Health</h1> <p>Department of the</p> <h2>AMERICAN CHILD HEALTH ASSOCIATION</h2> <p>Edited by ALICE FISHER LOOMIS</p> <p>in co-operation with the professional Divisions of the Association</p>	
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Play and Rest

BY ALICE FISHER LOOMIS



Now is the heyday of play time. School is over. Daylight is at its longest. Fortunate children are in the country or by the sea. Play, play, play fills the busy hours. Listen to the shouts from the ball game in the park, see the crowd of urchins in swim-

ming in the brook, wonder at the play possibilities of our city streets! Everywhere joyous activity!

The long, happy, busy day passes and bedtime comes. How absurd, on these warm light evenings, to give up play for bed, think the youngsters, and their elders cannot but have a certain sympathy. Yet to get the full benefit of the vacation, a due balance between rest and activity is essential.

Sometimes this is forgotten, and September, alas, sees the children in less fit condition than did the close of school in June. Irregular hours both for meals and bed, a

general, too great relaxation of discipline, and over-strenuous enjoyment, may be the reasons. Even in play, then, dangers may lurk, and one of them, the danger of over-fatigue.

"Overfatigue"—not what is often called "healthy tiredness."

There is a difference between this healthy tiredness, this natural fatigue which is made up for in the night's rest and that permanent overfatigue which leads to and is, in itself, ill health. It is not always easy to distinguish between the two, for one type of overtired child responds easily to stimulus, and keeps going long after the natural stopping point. This is the child to watch in vacation time; he is as likely to wear himself out in play as he may have been in school tasks. Because his spirit carries him

on, he will not realize, himself, that he is tired, and the fact will not be self-evident to his elders. How then is the mother to know? There is no single test that will serve as a measure of fatigue, and she must depend on her observation. Dr. Emerson, after speaking of

"We preach sleep. But do we do everything that we can to improve the conditions for rest and sleep, in air and space and quiet, not only in the school, but through influence upon the home? I am convinced, myself, that the community is far more culpable than we realize in failure to provide the conditions for the efficient rest of childhood."

—Doctor Thomas D. Wood.

the difficulties attendant on the problem of overfatigue, says:

"The weight curve is the most valuable test available to show the effect of fatigue. If the child fails to gain after other known causes for his loss of weight have been removed, over-fatigue must always be suspected as the cause of his poor condition. Usually, a modification of the mental or physical program, with increased rest periods, will bring about a prompt gain and demonstrate that overfatigue has been the obstacle to progress.

"No one experienced in the care of animals allows them to be over-exercised during the growing period. A valuable colt is never entered in long races until maturity, and it is recognized that a horse can be killed by over-driving or by being fed immediately after severe exercise. There is need for similar caution in the care of the growing child."

For it must always be remembered that children have a task from which their elders are exempt,—*they have to grow*. And this has to be done in addition to the making up of wear and tear from the day's expenditure of energy. It is only after the repairs have been taken care of that growth begins.

One of the great benefits therefore of sleep is that it calls a halt in the child's activities and gives nature a chance to attend to the "growing" business. To quote Dr. Emerson again, "Adults seldom appreciate how much energy and strength are required in simply growing. They do not take into account how often the child is over-taxed in trying to keep up with older people, not only in walking, for example, but in adapting himself to the various tools and equipment of a world that is designed for grown-ups.

"A written record of the child's activities for 48 hours will surprise almost any parent in its revelation of unnoticed occasions of fatigue. This is especially true during the earlier years. From the age of two to six the child is apt to be made the pet of the family, each member in turn entertaining him, seldom leaving him alone, and often interrupting his proper routine to gratify the wish to be with him. Spurred on by one stimulus after another, the child is tired out at the end of the day, but may have his bedtime delayed for the father's return, and his sleep disturbed again in the morning so that the father may see him before leaving home."

After school age is reached, the danger of overstimulation is not over. Competition is always present, and the natural vying of children with each other in games and play. As they get older, extra lessons—music, dancing, languages—may be a further drain on their energy, and social activities, such as club work of various sorts, may fill the day's program to overflowing. All of these things being good and desirable, there is a temptation to overcrowd the child, but a wise parent will always keep in mind the balance between work and rest.

It may be asked, what is the proper amount of sleep for a child of six, of eight, etc. The answer cannot be an exact one, since it is partly an individual problem. Children vary in the amount of sleep they need. But a good guide is the table put out by the United States Bureau of Education (prepared by the London County Council).

<i>Ages in Years</i>	<i>Hours of Sleep Required</i>
4	12
5 to 7	11-12
8 to 11	10-11
12 to 14	9-10

This is likely to be insufficient for the malnourished, the "nervous," or the below-par child. For such a child the hours of sleep should be lengthened, or better still, rest periods inserted into the day, to prevent fatigue.

Just as the individual child varies in the amount of sleep he requires, so he varies in the time at which he sleeps best. Some children—and these are generally the ones who need sleep the most—do not go to sleep easily at night but sleep late in the morning.

The practical question then confronts the mother—shall she waken the child and insist on his getting up in time for school? Or shall she let him "have his sleep out?" There are good arguments on both sides and the mother must weigh them all and make a decision.

On the one hand is the importance of the child's keeping up with his class, and the character training involved in meeting his obligations. On the other, the serious danger of the child getting deeper and

deeper into the slough of fatigue. Each case must be decided on its merits, but short rests during the day will be likely to offer a solution. These rest periods should be continued during vacation for the overactive but below-par child, so that he may get the best out of this period of playtime. But "going to bed" and "taking a rest" are bug-bears to the average child and it requires some reasons other than that it is "good for him," to make the going a willing one. If his co-operation can be obtained however the time in bed is likely to be more truly rest. Perhaps the child is underweight and can be interested in gaining, keeping a chart of his growth, and trying to beat his own record, if he must play the game alone. Or he may be granted some especial privilege as a reward for peaceful resting.

Children should be taught what sleep does for them in repair work and in growth, also the best condition for refreshing sleep—an open window, a dark room, warm,

light covering, etc. Willingness to rest, plays its part, and for a daytime rest half an hour or twenty minutes of willing quietude, outweighs in value twice that length of time spent in tossing about.

Ability to rest is well learned in childhood. It is an asset all through life, and one that too many Americans lack. All too many are the people who are "too tired to rest" whose condition and state of mind are the despair of their friends. Children can be trained to avoid this pitfall by being given a right conception of the relation of rest to activity and activity to rest.

Not by quelling their ardor, or making them over-careful, but by showing them how a proper amount of rest will enable them to achieve their ambition, be it what it may.



The American Health Congress

THE third week of May saw such a gathering of health workers as has never been known before in this country. A joint meeting of thirteen different health organizations brought together in Atlantic City 6000 public health officials, private physicians, specialists in the fields of health protection and disease prevention, nurses and a few educators and laymen. Each individual brought either a contribution or an eager desire to benefit by the pooling of experiences that filled the six busy days. Amid the wealth of information and counsel poured out, one fact in particular stood out significantly—that the welfare of the child was the main objective of this health army.

More than one speaker voiced the necessity of defining standards by which, not only scientists, but parents, could judge whether or not a child was up to the "normal." Mr. Hoover sounded the note in his opening address before the American Child Health Association, and the following extracts will be of especial interest to those readers who remember how the question "What is a Healthy Child?" was discussed in the February number.

At the request of the Association, statements on the mental and physical health characteristics of the normal child were prepared by Dr. Gesell and Dr. Richard Smith, respectively.



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OUR GOAL—THE NORMAL CHILD*

BY HERBERT HOOVER

President, American Child Health Association

THE American Child Health Association and its technical staff are endlessly discussing and constantly endeavoring to build up such surroundings as will secure the normal child. I hear a great deal of this normality. *I would like to know what the normal is in children. Parents would like to know what it is. The nation needs to know what it is.* So that my purpose here today is to put it to this great gathering of men and women of technical learning and skill on these problems, that you find for us the standards by which we can know what a normal child is.

It seems somewhat of an anomaly, an arraignment of all our scientific endeavor, our beneficent intentions, that this standard of normal child is as yet an illusion, a fantasy into which it is necessary that we blow the breath of life, you with your scientific knowledge, your broad experience—I, as the layman, demanding that the normal child become a possibility.

If we only knew, it would give a new orientation to all these endeavors. It would transform our thinking from deficiencies to positive terms of an ideal. I do not say the "perfect" child, because I do not wish to ask the impractical, but there must be some basis upon which parents, teachers and health authorities can check up the individual child, and see that it keeps normal.

As an incentive to parents, as a stimulus to communities, we need more pains in portraying the healthy child and the steps that contribute to this end, so that all can understand. We want a degree of health that is practically attainable. To be sure we should like perfect children. But this

Our ideal is not only a child free from disease, it is also a child made free to develop to the utmost his capacity for physical, social and mental health. This means liberty to grow, the modern idea of education.

may be asking too much. Tell us if you will, what is the normal child, or better yet, the natural child.

I hope that normal implies the usual, but in all the sense it is here used it also im-

plies something more than average. It is so far a nebular ideal. It no doubt changes with the years. The normal child of the year 1800 will not serve us today. Our standard of normality is on a higher plane. Define for us progressive normality, 21st century normality, that we may strive for this in the 20th century. Picture to us in words, in crayon, and in scientific fact the child that nature working at its best, intended. Describe to us, in terms that fathers and mothers can understand, the child whose organs are functioning efficiently, whose growth is proceeding unimpeded, whose senses are developed unhampered, and whose potentialities are being realized, mentally, morally and physically. * * *

It is time that we envisage this "normal" child, and it is time that we made that normal child a familiar figure in the homes of the country; that we make it clear to Mrs. Jones and Mrs. Smith how they can make their Mary and their John approximate that normal child. It is all well enough to state and restate the safeguards which the community should have, to talk of the evident deficiencies. But there are millions of parents who are doing everything they know, and they are asking the question daily: Have I succeeded? Is my child normal?

We surely have enough knowledge, if brought together, compared and sorted to give us some standard of the normal child, or at least lead the way to him. The crux

* Address at annual meeting of the American Child Health Association held at Atlantic City, N. J., May 18-21, 1926, as part of the American Health Congress.

of the problem is, as quickly as possible to bring what knowledge we have into the open and to make it familiar to the average, busy, but deeply concerned parent.

AMERICA'S JOB

During the seven years of war and after the war I directed, on behalf of American charity, the care of nearly 15,000,000 different under-nourished and waif European children. To some minor extent we were dealing with sick children, but in the main our problem was subnormal children, the toll of orphanage, famine and destitution. Our struggle was to rebuild these children up to an ideal of "normal." And we as laymen insistently demanded from our technical advisers; "What is normal?" I still want to know. * * *

During this time all of us on that job had often in the back of our minds the 20,000,000 "best beloved" in America. We pictured them as always being normal. We foolishly believed it was only poverty, war and invasion that could bring vast masses of children to subnormal. We idealized America as flocks of strong, tousel-headed, dirty-fingered kids, occasionally breaking their bones in rollicking games or catching some current contagions, but otherwise under no duress. For all of which we thanked God that the 3,000 miles of the Atlantic Ocean had forever guaranteed them from invasion and famine.

One day in 1920, however, this illusion had a shock. In a publication of our draft figures it was coldly remarked that 80 per cent. of the men of draft age were physically below normal; that one-third of them could not even pass the requirements of a country desperate to raise men for war. We were further told that 80 per cent. of all the babies born in America were born perfect. We inquired, how comes all this in our country of fine climate and abundant food, of little poverty and great devotion to children? The technical people said, improper nourishment, impure food, neglect, lack of fresh air, of play, ignorance, contagious diseases, lack of medical attention to the little mishaps of life. And thus it appeared that America also has a job of

pulling up the subnormals on a nation-wide scale. * * *

Standards are wanted, but not standardized children. The ideal child is the optimal child when all factors are balanced. These factors may be very different for different children. We want them different, because the greater the variety of good combinations, the richer will be the range of types, and the greater will be the contributions made to our national life.

Just as the modern science of floriculture aims to produce the widest possible variety of beautiful types, so the science of health development of children should aim to free them from the hampering impediments to anything that would enable each child to blossom in the infinite variety which is characteristic of life.

OUR NATIONAL IDEAL

Our ideal is not only a child free from disease, it is also a child made free to develop to the utmost his capacity for physical, social and mental health. This means *liberty to grow*, the modern idea of education. Since conditioned environment is essentially the basic feature of our best modern education programs, the conditioning of the child's environment from babyhood to adolescence, with respect to food, clothing, housing, fresh air, baths, exercise and rest, must be considered his elementary rights. But the development of standards with respect to these things in relation to the child's health should be by the best scientific and educational authorities.

Equally important, and interrelated with the physical needs, are the emotional needs of childhood, such as the need for wise love and understanding, for protection against such psychic blight as fear, and the abuse of primitive emotions such as anger. Only thus may we have a race of children free in spirit and strong enough to carry on the highest ideals of our civilization. Such education for constructive freedom necessitates homes and schools flooded with fresh air and sunlight, with ample play space, with serene and well qualified parents and teachers. * * *

Our work is radical defense. If we want

this civilization to march forward toward higher economic standards, to moral and spiritual ideals, it will march only on the feet of healthy children. The breeding ground of the gangster is the over-crowded

tenement and subnormal childhood. The antidotes are light and air, food and organized play. The community nurse and the community safeguard to health will succeed far better than a thousand policemen.

The Mental Health Characteristics of the Normal Child

BY ARNOLD GESELL, M.D.

*Professor of Child Hygiene, Director, Psycho-Clinic
Graduate School, Yale University*

HEALTH work with children cannot get along without standards. Standards are the lenses through which we observe the child's growth to determine whether that growth is pursuing a maximum course. If we do not use clear, sharp cutting lenses, we cannot catch our problems early or make our treatment timely.

Accordingly, we must not neglect the so-called normal child.

We need standards of normality. We need them for the mind as well as for the body. Even in infancy we must begin to reckon with mental health. Physical growth, which we measure in inches and pounds, is of first importance. But there is a curve of mental growth as well, and this is based on the child's habits, emotions, dispositions, his every day behavior.

Although it is unscientific to make a complete distinction between mind and body, the danger is that with young children, we shall not give sufficient attention to the mental factors. Even the infant has a personality, or a personality in the making. His personality is made up of a multitude of patterns of behavior—of eating, sleeping, playing, obeying, of liking, of disliking, of fearing, of avoiding, of assertion.

This network of patterns is the product

*Although it is unscientific to make a complete distinction between mind and body, the danger is that with young children, we shall not give sufficient attention to the mental factors. Even the infant has a personality, or a personality in the making. * * * We can influence that personality just as we can influence the body through favorable guidance. This, in fact, is mental hygiene. * * * This is the way to lay the foundations of mental soundness in the future adult.*

of his growth, training, experience. His mental health is an index of the balance, the vigor, the unity of his growing personality. We can influence that personality just as we can influence the body, through favorable guidance. This, in fact, is mental hygiene. This is an application of standards of behavior to

place a premium upon mental normality in the child. This is the way to lay the foundations of mental soundness in the future adult.

What are the mental characteristics of the thoroughly normal child?

1. *Wholesome habits of eating, sleeping, of relaxation, and of elimination.* These are often regarded as "purely physical" matters. Actually they are of basic psychological importance. They are ways of living; they require a proper organization of the nervous system. The child who is not well trained in these every day habits has not learned even the first letters of the alphabet of nervous or mental health.

2. *Wholesome habits of feeling.* Here again we deal with the organization of the nervous system. Mental hygiene is much concerned with the organization of emotional life. Happily the feelings respond to training. It is all wrong to think that

temper tantrums, morbid fears, timidity, jealousy, sensitiveness, suspiciousness, and other unhealthy mental states are beyond control.

The thoroughly normal child has positive emotional habituations which make for good nature, for sociability, for self-control, and even for a measure of sympathy and cooperativeness. Consistent training and a favorable home atmosphere bring him under the spell of socialized good will. Through praise rather than scolding, through encouragement rather than domination, through happiness rather than failure, he acquires an elementary, optimistic philosophy of life. He acquires also a sense of values and a sense of security which are very important for his health of mind.

In his way he also acquires a philosophic sense of humor, which might even be set down as one of the prime essentials of normal mental health. This sense of humor will serve him well even as a child, and still more as an adult.

3. *Healthy attitudes of action.* Self-reliance is a cardinal virtue in the code of mental health. Growing up in the psychological sense means attaining sufficient stamina to meet the demands of life squarely on one's own resources. It is a steady process of detachment, first from the apron strings, later from the home itself.

Just as the grown-up soldier needs morale to stand the test of battle, so the young child needs a kind of self-confidence, which will enable him to meet the realities and discomforts of life.

Therefore, the wise parent from the beginning builds fiber as well as happiness into the child's mind.

The foundations of mental health are laid down early in the home, even before the child goes to school. The important lessons of life can only be learned through a wise relationship between parent and child, a relationship which will increase that quality of stamina which characterizes the normal mind.

Some Physical Characteristics of the Normal Child

BY RICHARD M. SMITH, M.D.

Assistant Professor of Child Hygiene, Medical School, Harvard University

THE normal child is the healthy child—healthy in body and in mind. To be healthy in body a child must be sound in structure and all the organs must function properly.

The bones must be hard, for they are the foundation upon which all the rest of the body is supported. Unless they can bear the weight and carry the load, faulty use of the body will result. In order that the bones shall be hard a baby and child must receive the right kind of food and have plenty of sunshine.

The muscles help the body to keep a correct position—they hold the different bones in the proper relation to one another and maintain proper posture. Unless the muscles are developed and trained by use and exercise they cannot do these things well.

The skin covers the body and protects it from injury. It also has glands which secrete water and other material. These must perform their intended use.

The eyes are the most important means of contact which the child has with the outside world; they should be able to make this contact without effort or error.

The ears also serve as a means of communication and must be safeguarded from possible chance of damage.

The teeth are important to grinding the food. Their absence may result in real harm to the child so that every effort must be made to preserve them. In fact the diet and health of the mother during the nine months before the baby is born exert a strong influence on the first teeth and the

food and health of the young child determine the character of the second teeth.

The healthy child grows in height and weight from infancy through the whole period of childhood. This growth is dependent upon food, sunshine and rest. The diet must be such as to furnish the right kinds of food in sufficient amount and the various elements in the proper relation to one another's digestion should go on without causing any discomfort. The bowel movements should occur every day at a regular time and they should be well digested.

The heart is one of the vital organs of

the body. It is often damaged and made inadequate for its work in the course of some disease. Every safeguard should be used to protect the heart from infection. If infection occurs great care should be exercised that recovery may take place as quickly as possible and with a minimum of damage.

Infection of all kinds is harmful. It may result in loss of life or in some permanent handicap in other parts of the body as well as the heart. We must assist nature wherever we can to resist disease and so bring the child to maturity in a healthy normal condition.



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Booth of The National Congress of Parents and Teachers American Health Congress, Atlantic City, N. J., May 17-23, 1926. Left to right: Miss Esther Cooper, Miss Ruth Bottomly, Mrs. A. H. Reeve.



The Study Circle

Department of the
CHILD STUDY ASSOCIATION
OF AMERICA, INC.



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Doing Something

BY MARION M. MILLER

WHAT shall I do now, mother? I haven't a thing to play with."

Who has not heard the unhappy wail of some small child on a rainy afternoon when it is not possible to be outdoors? The mother's protest is sure to follow: "But, Billy, where are your trains and where is the jumping monkey that Uncle John brought you on Sunday?"

"Well, it's no fun watching the train go around, and the monkey is broken."

Here we have the real trouble. Playing is an essential part of a child's life, and playing to a child means doing something. The shiny, brightly painted mechanical toy does attract the child's attention and interest, just as it attracted the attention of the buyer, but quiet admiration is a short-lived enjoyment, especially for a child. A toy is a real toy only if it can be put to use in some way—"if," as Billy puts it, "you can do something with it." Let us not charge our small children with an instinct for destruction when we find the springs and screws and wheels of the elaborate mechanical toy all apart. Let us rather blame ourselves for our poor judgment in the selection of working materials with which no work can be done.

Tommy and James needed a table and chairs for their room. The old ones were too small and had been given away to a younger set of cousins. Their mother bought the new furniture, but you may imagine the delight of the boys when they

saw that it was of unpainted wood, and that several cans of paint and turpentine and three good brushes were delivered at the same time. Grandma was inclined to be a bit skeptical. "What a mess the place will be! You're surely not intending to allow them to paint those things?"

Mother, not daunted by these criticisms, prepared the scene for action. Six-year-old Tommy and eight-year-old James hailed the next rainy day with great eagerness. To be sure, the gloss on the table wasn't as perfect as the ones you can buy all painted, and perhaps a little more paint was used than a regular painter would have needed, and perhaps mother did go over some of the work after the boys were all through. But those pieces of furniture took on a value far beyond anything that could be bought, by virtue of the labor which the children had expended on them.

Of course we must not expect the impossible. Children need to be given tasks in keeping with their age and their ability. Not all children enjoy the same kind of activity. No child will stick long at a job that he finds too difficult, or where the end is too far off. By thinking ahead, however, it is always possible to have some work planned for the occasions when the children must be indoors. By having some project ready to start, we can avoid the boredom which is sure to result if we depend upon toys, however costly and beautiful, to amuse our children for any prolonged period.

STUDY OUTLINE

Playthings

What kinds of activity does the child need in order to grow and develop?

Play activity—that which he does spontaneously.

Work activity—directed by his own interest or acceptance or by external compulsion.

What does the child learn through toys during the first three years?

He gets acquainted with his surroundings.

He experiences new sensations.

He gains control over his larger muscles.

What are the special characteristics of the child's activity up to six years of age?

Imitation.

Motion.

Rhythm.

From six to ten years?

Transition from activity for its own sake to control of the environment.

Constructing.

Rivalry.

Sensitiveness to failure.

From ten to twelve years?

Transition to adolescence.

Desire for something to show for activity.

Working for recognition and approval.

From thirteen to fifteen years?

More systematic pursuit of hobby.

Child's attention turns to tools, musical instruments, athletic equipment.

Points to consider in choosing toys for children.

What makes the greatest appeal.

What will stimulate the child's interest and help toward the forming of desirable habits.

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Books and the Summer Vacation

BY HELEN A. STOREY

"I DON'T know what to do with Jane—she curls up in a corner with a book and reads all day long. I try to get her to go out to play and she just won't do it." Mrs. Gilbert looked up from her sewing with a little worried wrinkle between her eyes and waited to hear what her next-door neighbor would have to say.

"Well, that certainly is queer. I'd give anything in the world if I could make Robert sit down quietly with a book and

A list of "Summer Reading for Boys and Girls" can be obtained for ten cents by writing to the Child Study Association of America, Inc., 509 West 121st Street, New York City. This contains nearly two hundred titles of books of different kinds which appeal to children from eight to fourteen. It was made up at the request of the Camp Directors' Association.

really get some reading done this vacation. But all he wants to do is to play outdoors so hard that by night he is too tired to sleep."

"That's just the difference between children," remarked Miss Stewart, the only school teacher in town who had not yet left for the summer. "And you

have to allow for it. The thing to do is to have books around that Robert might be interested in—and hope that he will pick them up when he gets tired—and to arrange for

outings for Jane with girls she really likes."

Books have their place in the summer vacation of every boy and girl, whether they are like Robert or Jane, or somewhere in between. They are not at all incompatible with outdoor life. Story-telling or the reading of poetry around the camp fire as the sun is going down is a restful close to an active day. The young hikers who have learned to put a good book in their knapsack have found a companion always at their service, and are on the road to gaining a richer and more complete understanding of the out-of-doors.

To drop all contact with the printed page through the long summer months cannot help but mean a rather limited kind of vacation and a difficulty in resuming school work in the fall. And yet the child's interest must be considered, for vacation should, above all things, give him a chance to try his own wings, to carry out his own enterprises, to do the things he wants to do as he wants to do them. So the child's adventures in the world of books should not be dictated to him by powers above; but, on the other hand, they should not be aimless, fruitless wanderings in deserts or uncharted lands without the aid of a compass or a guide.

The parents and the camp director have an unusual chance to stimulate the child's love of reading during the summer. Attractive books made available, suggestions dropped casually here and there, an active interest in what the boy or girl is reading, all may help toward this end. There is a sympathy between people who are reading the same book that parents sometimes forget. Too often the rift between children's reading and adult reading is wider than it should be. Any children's book that is really worth while, it has been sagely observed, will be read by the father or mother after the boy or girl has gone to bed. The parents who have a definite sense of literary value will probably find that their children acquire their standards almost unconsciously.

To help a child get the most from his reading, one must know what is available in juvenile literature. If there is a book

that will help John carry out some project dear to his heart he ought to know about it. If Esther needs stories of real life as an antidote for too much fairy lore, some interesting biography should be placed within her reach. A mature judgment is often needed to guide the young reader through the flood of bright colored juveniles now available—some good, some indifferent, some trashy, and some positively injurious, with their false views of life and their unwholesome emotional stimulation.

The physical makeup of the book should always be considered. The parent who wants his child to grow up with good taste will surround him with beautiful things. Craftsmanship in binding paper and type—real thoughtfulness in making up the book—are of the utmost importance in the aesthetic training of the child. Accurately drawn pictures and clear photographs have an educational value especially for younger children; above these in the realm of art are pictures that are beautiful in color, vivid in imagination and interpret life truly. Many a good book goes unnoticed because of its unlovely binding, small type and poor illustrations; on the other hand, alert publishers who are getting out timeworn classics in new and well-illustrated editions are finding new admirers for old favorites.

In choosing books for children there is always a tendency to go to the classics. This is natural. For books which have stood the test of time have proved their worth. Yet it would be hard to believe that all good books were written in other days and it is natural that children should want to read of life as it is lived today, that they should be attracted by stories which have the freshness of a new, crisp dress or a newspaper right off the press. Stories of life far away and long ago have their value in stimulating the imagination and enlarging the understanding of the child; stories of people and surroundings like those with which he is familiar, if they are beautifully and honestly told, intensify his interest in the world around him today.

Stories of fiction and adventure usually come first on the child's list of favorite

books. Fortunately, children of the present day have a wide choice, both from the past and the present. Robin Hood, Peter Pan, Achilles, Jack Ballister, Penrod, Shen of the Sea and the amusing Peterkin family who had to depend upon the lady from Philadelphia to help them out of their difficulties—these show the range of characters which figure in stories that children will like, stories that will not benumb the brains of the young reader and give him a distorted view of life. Closely related to these are tales of real boys and girls who grew into men and women of distinction. In other words, the field of biography is opening up more and more to children through stories that are as vividly written as fiction. Abraham Lincoln, St. Francis of Assisi, Daniel Boone, Jacob Riis, Joan of Arc, Theodore Roosevelt—these are some of the men and women who have a life history glamorous enough to catch the imagination of the boy or girl.

The child's delight in field and stream, and especially in the animal life which he can watch during the summer, will be heightened by the right kind of animal stories. W. H. Hudson, the great naturalist, has written so simply and so well that some of his books have been adapted for children's use. Ernest Thompson Seton's animal stories are so dramatic in quality that they completely absorb the young reader. Jack London, Paul du Chaillu and Walter Pritchard Eaton are other well-known and successful interpreters of the life of animals.

There are many short stories especially adapted for reading and telling. Excellent collections of stirring tales have been made for boy scouts and camp fire girls. Carl

Sandburg has told some delightfully imaginative stories in his own poetic vein. The works of Rudyard Kipling and O. Henry are treasuries of vigorous short stories for the older boy or girl.

Never before has there been so marked a tendency to make science fascinating and understandable to the untrained reader, whether adult or child. Edwin S. Slosson has been one of the leaders in this task of popularizing science. His book, *Keeping Up With Science* is of special appeal to the younger reader. There are fascinating books of stars, there are numerous radio books; and romantic stories of adventure in scientific fields are available.

The boy or girl who must make up school work or who has special interests to follow up is fortunate in having a good reference work at hand. There are excellent children's encyclopedias; there are outlines of science, outlines of history and outlines of literature. The better ones avoid the stilted, pedagogical style of "talking down" to the children and the extreme simplification and popularization that leads to inaccuracy.

Summer is a gala time for impromptu plays, whether in barn, attic, cellar or backyard. There are several collections of plays especially adapted for presentation by children. And there are also collections of poetry for children to learn to read aloud.

It is a long step from the ordered discipline of the schoolroom to the undisciplined freedom of the summer vacation, and it is an equally long step back again. Books can help to bridge this gap and at the same time add much of joy and useful experience to the child's summer.

Patriotic Song Sheet

When they sing "The Star Spangled Banner" in your town do the second and third verses ring out as confidently as the first? Or is there that unfortunate general pause?

A new patriotic song sheet issued by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, gives the words of ten patriotic songs and will be useful on July Fourth and at band concerts and other outdoor celebrations during the summer. They sell at cost, seventy cents a hundred. A community hymn sheet, designed for the summer church "sing," is also obtainable from the P. R. A. A., \$1.15 a hundred.

The Book Page

BY WINNIFRED KING RUGG

OCCASIONALLY there comes to our attention a book which although not specifically concerned with the immediate problems of parents and teachers, still has an important relation to the ultimate intellectual and spiritual goals of child-training. Parents in particular often become so engrossed in hewing a way through the jungle of pressing duties that crowd upon each year of a child's development that they lose sight of the objective toward which they have intended to aim. John or Jane at 8 or 10 or 15 is so full of momentary needs, whims and turning-points that we forget that John or Jane at 25, leading his or her own life and founding another family, is the test of all our theories and efforts.

Two books that will help parents to think ahead to the problems awaiting their children when they reach young manhood or womanhood are *The Religion of the Undergraduate*, by Cyril Harris (New York: Charles Scribner's Sons, \$1.25), and *Richard Kane Looks at Life*, by Irwin Edman (Boston: Houghton Mifflin Co., \$2.50).

In the first book, Mr. Harris, who was formerly university rector of the Episcopal Church at Cornell University, offers a summary and symposium of undergraduate opinion about religious questions. Mr. Harris' conclusion is that religion will never fill a vital and permanent place in the minds of young people unless it is freed from its present entanglement of intellectual methods of presentation and allowed to rest solely on its spiritual merits. Philosophy and science make their appeal to the intellect; the strength of religion is in its challenge to faith.

* * *

Mr. Erdman's *Richard*

Kane Looks at Life is a more comprehensive book, containing the fictitious biography of a young man, Richard, who goes in quest of his soul. In reviewing it Stuart Sherman says, "Do you wish a book which will help steer your boy at college into the excitements of the mind and the imagination? Here is one." Its concern is wholly with the mind and the spirit.

The writer, as professor at Columbia, has been able to come into intimate knowledge of young men. Richard Kane, when we first hear of him, is a freshman from a prosperous, unintellectual family where business, golf and bridge bound the mental horizon. At college he awakens to beauty and to the pleasure of intellectual companionship. He goes abroad for a year and returns dissatisfied with mere money making. He settles down in the book business, marries, has a son, is disillusioned with the institutional aspects of politics and religion, and in the end is left searching for God. He considers life as he finds it in college, business, politics, the press, the church, the family and he finds it disillusionizing but he does not give up the quest for an honest, sound, substantial, coherent intellectual and spiritual life.

Mr. Edman and Mr. Harris do not follow the same line of reasoning, nor do they reach exactly the same conclusions. "Richard Kane Looks at Life" is delightfully written, based on experience, mellowed by love for youth, and seasoned with literary charm. The publishers call it "A Philosophy for Youth" and in that guise it recommends itself to parents, for their own reading and for their grown sons and daughters, for it has the merit of containing a personal message for readers of any age.



Practical daily problems have also their claim and Elsie C. Mead and Theodora Mead Abel in *Good Manners for Children* (New York: Dodd, Mead & Co., \$1.25) have contributed aid to the harassed mother struggling to teach her children how to act like civilized beings.

Dr. MacCracken, who has contributed the introduction, strikes the keynote by saying, "Good manners are nothing more or less than the effort of people to do beautifully what somehow is to be got through in a day's work."

So the mother has to teach her child the spirit of helpfulness and kindness that lies behind rules of etiquette, to be a good sport at games, to avoid making others uncomfortable at the table, to contribute to the life of a party. One section of the book is devoted to the problems of unusual children—the spoiled child, the shy child, the only child, and the nervous child.

* * *

To round out our measure of books about problems comes one that is neither spiritual, mental nor social but purely literal. *Can You Solve It?—A Book of Puzzles and Problems*, by Arthur Hirschberg (New York: Thomas Y. Crowell), is addressed to everyone who wishes to try his wits. It is an original collection of brain-twisters, with a generous supply of cross-word puzzles, rebuses, anagrams, arithmetical puzzles, and other elusive problems. The collection is carefully graded according to the difficulties involved and is suited to many ages. Yes,—Let us whis-

per it,—there are answers at the back of the book, too. * * *

The Unseen Side of Child Life, by Elizabeth Harrison, President Emeritus of National Kindergarten and Training College (The Macmillan Company, \$1.25).

Miss Harrison in two of her earlier books (*Study of Child Nature* and *Two Children of the Foothills*) showed how much can be done to encourage the best and to discourage the undesirable in the disposition or talents which a child has inherited, and how the good in the environment can be used and the evil be avoided. This book, *The Unseen Side of Child Life*, takes up a still more important factor, will-power or self activity. Its purpose is to show how much may be done to give to each young life some of the joy of the inner growth of will-power and how far even young children may travel the path of matter-of-course obedience to necessary laws on which depend the foundation of health, of family harmony, of business honesty, of patriotic citizenship, and of reasonable religion. Miss Harrison shows in an early chapter how easily the child through his creative work may begin to distinguish between himself as a feeling, willing, thinking being on the one hand, and inanimate nature and the inarticulate animal world on the other.

Miss Harrison further shows that the spiritual atmosphere that surrounds the child is fully as important as his physical environment, and gives many valuable suggestions as to how the mother may help the child to master himself.

When I consider what some books have done for the world, and what they are doing, how they keep up our hope, awaken new courage and faith, soothe pain, give an ideal life to those whose homes are cold and hard, bind together distant ages and foreign lands, create new worlds of beauty, bring down truth from heaven—I give eternal blessings for this gift, and pray that we may all use it aright, and abuse it never.—James Freeman Clarke.

EDITORIAL

HAPPY FOURTH OF JULY!



JULY means Independence Day in the hearts of all Americans; wherever we may be, at home or abroad, we celebrate the Fourth of July with reverence or frivolity. Happy the family which spends this day together, with picnics or with excursions to places where the struggle for our independence is celebrated. Happy the community where at Village Green or park there are patriotic speeches, games, contests, and, above all, a historical pageant, with, perhaps, a pavement dance in the evening. Some such program is possible to everyone who can afford even the price of car fare, and the heads of every family in America should direct this day's activities to some community end. After such a day, the children sleep happily, with limbs uninjured by fireworks and with memories that go into the store-house of joyous childhood.

SOME SAFETY DON'TS

The accident toll of children's lives throughout the year is a shocking thing, but in the summer, with the doubling or tripling of the number of motor cars in any section of the country, it reaches terrifying proportions. The time has passed when children may safely play in the streets or dart heedlessly off the sidewalk to recover lost balls.

Boys and girls must be taught as definitely as they are taught the multiplication table, *not* to cross the street without looking first to the left and then to the right; *not* to catch rides on the back of delivery trucks or wagons; *not* to cross the streets in big cities against the traffic signals; *not* to drive motor cars under the age allowed by the State laws.

We may rail all we wish against the

carelessness of other motorists, but unless we teach our own families to be careful and to obey the traffic laws, we only add to the general confusion and the frightful numbers of accidents.

SAMPLING DAY

The latest thing in school exercises is the "Sampling Day" when one or more representatives from each eighth grade class are brought together for a morning and given tests of general ability to get along in the world. They are tested on such points as speed and accuracy in looking up telephone numbers and words in the dictionary, ability to get the gist of a short magazine article quickly, making out a bank deposit slip and simple matters of courtesy. In Chicago, prominent civic clubs are being invited to send members to sit at desks and take the tests with the children. It remains to be seen whether they will make as good a showing as the eighth graders, but the idea is a good one and a challenge to the grown-ups.

A DANGER SIGNAL

One danger threatening our children is the amateur contests in the moving picture theaters. Tots of four and five are often found dancing their little artificial steps, late at night, over stimulated by the applause of the onlookers and desperately weary after it all. Young girls are dancing the Charleston with mad delirium, often indecently dressed and excited to a dangerous point. The only way to stop these exhibitions is in the hands of the audience. In one theater where the Parent-Teacher Association had been studying the matter, the patrons hissed one night when the children were brought on the stage, which stopped the thing immediately and permanently. In many States the Child Labor Laws prohibit this type of exhibition and any association in such a State will find the law, if not public opinion, behind it if it undertakes the reform.

M. L. L.

National Office Notes

BY FLORENCE V. WATKINS, *Executive Secretary*

Someone has suggested that it would be helpful to State organizations if, each month, certain National Publications were mentioned in the Office Notes. This seems a good suggestion. Here they are!

Have you all read the splendid material in our new publication called "Law Enforcement Leaflet," in which one finds given in an interesting and instructive way the reasons for lawlessness, with suggestions for remedying this condition. It is written by our National Legislative Chairman Mrs. William Tilton. Assisting her were such well-known people as Dean Roscoe Pound, of the Harvard Law School, J. W. Faust, our National Chairman of Recreation, and Mrs. Mark P. Mears, who was our National Chairman of Juvenile Protection when the leaflet was being prepared.

The booklet contains suggestions for making surveys on recreation, Juvenile Courts and courts in general. The object of these surveys is to pave the way for giving every child a clean town in which to grow up. The price is five cents per copy. Every member of every local should secure one of these leaflets, study it and then act. * * *

Another new publication is a reprint from our *National Handbook* called "Parliamentary Procedure." In this small sheet one finds a statement concerning the "Duties of Officers" and directions as to "How to Conduct a Meeting." Under the last heading is a suggested order of business and rules for the order of business. One also finds illuminating discussions of motions and amendments. These are free to locals in membership with the State and National. * * *

There have been so many requests for the opinion of educators in regard to the Parent-Teacher Movement that we have decided to print this month a few opinions recently received from educators and others. * * *

It is a joy to know that not only are men becoming interested in Parent-Teacher Association work, but that men of real prominence are expressing this interest. In a recent letter from the head of a prominent law firm in a nearby state, is this expression. The gentleman is president of a City High School Association:

"This work is new to me, but I am fully persuaded that it is the greatest opportunity to do something really constructive and worth-while that has ever come under my observation. The particular thing we are trying to do at this time is to educate the parents upon the subject of providing proper reading matter for their children at home, and so cultivating a taste for good reading as to meet and offset the trashy and undesirable 'stuff' that so easily finds its way into the hands of the young in this free country of ours." * * *

The State President of Nebraska sends this

opinion of the Parent-Teacher Association, expressed by a City Superintendent of Schools:

"At a recent State Teachers' Convention this superintendent was asked what he considered the most outstanding influence for good along educational lines in the State during the past year. He studied the question for some time and then replied:

"THE PARENT-TEACHER ASSOCIATION."

Isn't that paying a high tribute to the work? * * *

In Iowa, last March, the North Central Division of the Iowa Teachers' Association in session at Fort Dodge, passed the following resolution:

"WHEREAS: the general impression prevails that the convention of the North Central Division, for 1925, has been marked by unusual successes, and many outstanding features have been observed which, in reality, attribute to it the characterization of the most outstanding convention ever convened at Fort Dodge:

"Be it resolved by the teachers assembled in this business session that . . .

"To the Parent-Teacher Association of the Fort Dodge Schools, which has taken such an active part to extend the conception of the importance of the Parent-Teacher Association throughout the North Central Division, by its outstanding program of education and entertainment in this Convention, we extend congratulations. The Parent-Teacher Movement has been and is becoming more recognized as a great movement of the times for increase of the possibility of effective education. We are pleased to have the Parent-Teacher Association co-operate with teachers in this matter, and to become an effective part of our Convention."

This group also passed the following resolutions on two measures the National Congress of Parents and Teachers has endorsed:

"Be it further resolved that we regret the apparent failure of the success of the Child Labor Amendment as recently proposed to the Iowa Legislature. We should have been proud to have had Iowa among the few states which promptly and enthusiastically ratified this amendment.

"We reaffirm our faith in the National Education Bill, as being supported by the National Education Association as we see in it the hope of a fair educational opportunity for every child in America." * * *

From Florida comes this news of the worthwhile work of a local group in Fort Pierce:

"The Association members are working mighty hard just at the present moment on devising some plan to counteract the rather distracting tendencies of the times which materially affect the work of students such as too many parties and outside gayeties. They wish to train the students to have higher ideals, to take pride in study because of the effect that work well done has in building character. They wish

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pupils to be good students and not gay, brilliant, superficial ones. Along with this teaching goes the subject of plain simple dressing. Another object of the Association is to get the fathers to become as much interested in the children as the mothers are."

And Florida is one of the newer states! But she has the vision!

Dr. Garry Cleveland Myers, of the Junior Teachers' College of the Cleveland School of Education is giving two courses in Home Education and Parenthood, at the School of Applied Social Sciences, Western Reserve University, in which are one hundred and thirty-six regularly registered students, of whom one hundred and two are fathers and mothers. Each course offers two semester hours credit, and meets in two sections. "Education of the Child of Pre-school Age" has fifty-nine students and "Home Education of the Child from Six to Twelve" has seventy-seven.

The course on the pre-school child is now in its third semester, having begun February, 1925. The total registration in this course from that date has been one hundred and seventy-nine students.

How many of you read in the April issue of the CHILD WELFARE MAGAZINE that wonderful article by Ella Lyman Cabot, "Parent and Child, or The Mother As Artist?" Did not your hearts burn within you as you read, and did you not wish you could have had that article put into your hands the day your baby

was born? Such a picture of a mother! Could one picture a more noble calling than motherhood, a greater or more stirring challenge? How we mothers need just such articles!

Now, Mrs. Cabot, won't you write another article on "Parent and Child, or The Father As Pal?" How some fathers are groping for help and how they would welcome such an article, such a real push forward and pull upward in their professions as fathers. Such a pair of articles would be worth five times the price of a whole year's subscription to the magazine.

And did you read and reread the article of Mr. Faust's on "The Dramatic Element in Home Education, or the Home and the Play Spirit?" Such an article could give us all pointers to work on for many a day. As I read it I resolved that I would see that a friend of mine who has a baby son, should receive a copy right away and that next time I needed Christmas presents for mothers or daddies, a CHILD WELFARE MAGAZINE subscription should be sent. Did you not like the last paragraph's first three sentences? "Like all else in life worthwhile, the play spirit does not come placidly and benignly in and sit down at the hearthstone. It must be laid hold on. It must be captured and possessed." Those sentences are challenging, thrilling! How are we fathers and mothers answering the challenge in our homes? If we answer rightly, our boys and girls will find us better to live with, happier companions, dearer friends, inspiring to loftier ideals, and broader visions and truer conduct.

State News

ARIZONA

REPORT ON TEN POINTS OF EXCELLENCE—GRAND CANYON PARENT-TEACHER ASSOCIATION

1. A study was made of the history of Arizona, one section being history of the early Mission days and another that of territorial days. The program section of at least one regular meeting, February 12, was devoted entirely to this subject.

2. So far as we have been able to ascertain by a careful and systematic inquiry there are no adult illiterates in our community. However, we have a comparatively large foreign element, mostly Mexicans. Many of these are unable to speak or write English. For their benefit night classes in English were held regularly twice each week at the school house. These classes were well attended and productive of excellent results. Text and reference books were provided by the association at a cost of \$72.07. These books are kept at the home of one of the Mexican residents who has been appointed librarian or custodian. They are almost constantly in use and we feel that we have been well repaid for their cost. As a matter of interest there is attached a copy of a report from the member of the English class who has custody of the books.

3. Twenty-three press clippings together with a number of pictures were included in our press book which has been submitted to the State Publicity Chairman. One of these clippings is of a brief article prepared by one of our members, dealing with the activities of our association and appearing in CHILD WELFARE MAGAZINE.

6. Our association voted to honor with a life membership in the State Association, Mrs. Helen A. Colton, our first president.

8. All financial obligations have been met, the following being an itemized statement:

State Dues	\$22.60
General Fund (Ways and Means) ..	10.00
Child Welfare Day Gift	45.00
National Endowment Fund50

Total\$78.10

9. A parliamentary drill was held, in fact, our parliamentarian is on duty at every meeting, sitting at the right of the president to advise and criticize as to parliamentary procedure.



The First Ten

1. California	2053
2. Illinois	1824
3. Michigan	1286
4. Texas	1165
5. Missouri	942
6. New York	892
7. Pennsylvania	882
8. Iowa	747
9. New Jersey	675
10. Rhode Island	563

Totals as of May 31, 1926
CHILD WELFARE MAGAZINE

10. The Grand Canyon Association sponsored a Camp Fire Group last year and has all this year been active in assisting the girls with their work and in helping to raise necessary funds. At our meeting of February 12, 1926, it was voted to sponsor a Boy Scout Troop. One of our regular members, who has had university training in scout leadership, was appointed as scoutmaster. Another member was appointed as assistant and three members were named on the Troop Committee. Regular scout meetings are held and the work of organizing the troop is getting off to a good start. On March 26 there was given a dance to raise funds for the purchase of scout equipment, uniforms, etc. Approximately \$100.00 was cleared at this affair.

11. A contest in music was sponsored involving musical appreciation and identification of musical classics. This was carried over a period of several months and was finally won by the girls for whom, as was previously agreed upon, the boys, as losers, gave a party.

12. Our annual report, in accordance with the form specified, has already been prepared and filed. Two delegates, including the president, are being sent to the Twenty-second Annual State Convention at the expense of the association and at least two more will be in attendance.

13. Regular observance of Arbor Day is being held with a program and suitable ceremonies in connection with the planting of shrubbery and plants for beautifying the school room and grounds.

Respectfully submitted,

(Mrs. S. G.) RAGNHILDE A. STEPHENS,
President.

Grand Canyon, Arizona, March 28, 1926.

NOTE: *This good American had studied English less than six months when he wrote the following report.—Editor.*

REPORT OF THE ENGLISH CLASS FOR THE MONTHS OF OCTOBER TO DECEMBER, 1925

During the month of October the English class start Mr. Joseph Shirley been taking care of teacher, we have class every Monday and Friday of the week.

We have 12 to 14 students which have very good interest to attending at the class until Mr. Shirley leave his place.

In one of the meetin and at emotion of Mrs. Stevans President of The Parent-Teacher Association of Grand Canyon, Ariz. the treasurer of the Association give the money to send for a books to use on the english class, of wich we have ten wich title are Foreigners' Guide to English.

For same emotion we have a set of The World Book in ten volumes to have good lectures and practice.

All books are at the care of Mr. A. Loya who have the library at his home.

Many of the members of the Spanaish Branch, Parent-Teacher Association take books for the library and every one enjoy of them books.

The conditions to take books out of the library are only to take good care of them.

Respectively Yours,

(Signed) A. LOYA.

At Grand Canyon, Ariz., March 12, 1926.



The President of the Association Stands at the Right

HAWAII

The Hawaiian Parent-Teacher Association at Waialua, Oahu, was organized in 1922 with fifty charter members.

The meetings are conducted in the Hawaiian language, one of the Hawaiian teachers acting as interpreter when necessary. We named our organization "Ka Liko Lehua" meaning, the budding leaf.

This little association has so far proved a valuable link between the home and the school, bringing about a better understanding between teachers and parents.

The home environment of many children was not what it should be, and this has been much improved by visits and talks from members appointed for that work, for the Hawaiians readily respond to any suggestions that bring about a betterment in the conditions of their children as soon as they are educated to do so.

Our Parent-Teacher Association supplies milk and hot school lunches to many children who are not able to buy them. Books, too, are bought for the poorer ones, and clothes are made for orphans.

To obtain money for these purposes we have given entertainments, "luaus" and moving pictures which are always well patronized by a sympathizing public.

As many of our girls and boys have not the means for higher education, we keep on hand a small fund for that purpose.

In February, 1924, the late Mrs. Higgins visited us, giving us much encouragement and inspiration to carry on this worthy cause.

We are very much pleased to be connected with the National Congress of Parents and Teachers, the communications and literature being always helpful.

Mrs. Russel recently addressed our association on the subject of nutrition, which is now a part of our school curriculum. This was very helpful. I want to say too, that very often when changes for the welfare of the pupils are made in the school, and children are required to do something different, certain members of the Parent-Teacher Association explain to the parents the need of these improvements, thus bringing about a better understanding between parents and teachers.

While we have made but a beginning in the great work of co-operating with our school, we are very much encouraged with the results obtained, and feel sure that the future will give us an opportunity to do much more.

ROSE K. AIAU, *President.*



The School at Waiialua, Hawaii

KENTUCKY

A MESSAGE FROM A HIGH SCHOOL PARENT-TEACHER ASSOCIATION

It must be obvious to all those active in Parent-Teacher work that the problems confronting a Parent-Teacher Association in a High School differ radically from those with which Parent-Teacher Associations in ordinary graded schools must cope. In the latter the work is primarily, if not entirely, constructive, while in High School Associations the constructive work may be largely looked upon as completed and the energies of the organization should be turned toward strengthening and cementing the feeling of good-will and fellowship between home and school which will lead to the close co-operation and understanding between parent and teacher.

There can be no better way of bringing about this state of affairs than through the student body itself. Let the Parent-Teacher Association make itself invaluable to the High School students by entering actively and enthusiastically into the "RED LETTER DAYS" of the school, and it is safe to say, the status of the association is assured.

Such has been the experience of the Parent-Teacher Association of the J. M. Atherton High School for Girls, of Louisville. In every activity of the school, athletic events, oratorical contests, class plays, commencement exercises, the Parent-Teacher Association takes an active interest and is actively represented, so that the student body has grown to regard the Parent-Teacher Association as indeed a part of the school.

There is, perhaps, no more beautiful manifestation of this interest of the organization than that represented by Atherton's Parent-Teacher Senior Trophy presented to the graduating classes at each successive commencement. This trophy is an 18-inch, three-handled silver loving cup. Around the base of the cup are engraved

the words, "J. M. Atherton High School Parent-Teacher Senior Trophy." At the top of the cup, the three spaces between the handles are respectively captioned (1) "President Senior Class" (2) "President Student Council," and (3) "Editor-in-Chief 'Aerial.'" The names of the girls of each succeeding class holding these respective offices are engraved upon the cup, and the Parent-Teacher Association presents it to the graduating class at the commencement exercises.

A tiny silver cup, suitably engraved and tied with the school colors, is presented to each of these girls to carry away with her as tangible witness of her achievement. The large cup, one of its handles tied with Atherton's beautiful colors—mulberry and gold—occupies the place of honor in the trophy case of the school, a lasting monument to the outstanding members of each class. The idea, born with Atherton's first graduating class, won instant favor with the girls, combining, as it does, the tangible with the intangible, the material with the symbolic. Indeed, it may be asserted, without fear of contradiction, that the Parent-Teacher Senior Trophy of the J. M. Atherton High School for Girls is a powerful link in the chain binding the organization to the school.

SOMETHING NEW

The Parents and Teachers of the I. N. Bloom School, of Louisville, have formed a new co-operative union.

Our Co-operative Union has nothing to do with tobacco and suchlike, but with a very live issue, our boys and girls. I am sure each Parent-Teacher Association will want to form this same union, so I am going into detail.

A great many parents have experienced a feeling of helplessness when confronted by the present day methods of teaching. Of course our children are not taught as we were, and we are very glad they are not, because we are ex-

pecting much more of our children than we have been able to accomplish ourselves.

We have found that many trips were needed to the class room to learn those new methods of reading, etc. All mothers are not able to make these trips, so that is the "why" of our meetings.

Miss Seekamp, our principal, always ready to help us, called her teachers together and they most generously gave us their time for explaining the new methods. We had our kindergarten mothers to meet with their teacher one afternoon. The first, second and third, fourth, fifth and sixth grade mothers met with their respective teachers on another afternoon. The mothers of the younger children now understand why the readers cannot be brought home and studied, why the new method of silent reading has been given such a prominent place, why history and geography are so interesting and so many other "whys" that we had not the opportunity of asking about before.

We are grateful to our teachers and our principal and we feel we can make for a better standard in the school, with all of us not only working for the same end, but working in the same way to gain that end.

A Grateful Mother.

PRE-SCHOOL CIRCLE AT NORMAL

The Pre-school Circle of the Louisville Normal School held a health conference for children of six years and under, in the school building.

Thirty-seven children were weighed, measured and examined by Dr. Veech, assisted by Miss Mary Wyman, a trained nurse, two student teachers, several mothers of the association and the kindergarten teacher.

Many minor and several major defects were found. The mothers were given advice as to the care of their individual children and the records of these cases were carefully made, so that follow up work might be done.

The results of this clinic are being shown in the kindergarten and first-grade children. These children have ceased ordering chocolates for lunch and are now ordering milk, graham wafers and buns. Much interest has been shown by the mothers in the neighborhood and all connected with the circle feel encouraged and gratified with its success.

It has been the custom of the Parent-Teacher Association of the Stephen Foster School to plan its program for the year, at the first meeting in October. The fifth of this series of meetings from a standpoint of community interest, was perhaps the most outstanding one of the season.

Mr. Leland Taylor, President of the Board of Education, led the discussion on the Junior High School Plan for Louisville. He reviewed the function of the superintendent, the supervisors, principals and teachers in the school system. He paid splendid tribute to the help of the Parent-Teacher Association in establishing a view point for the members of the Board of Education; a viewpoint otherwise not to be had.

Mr. Taylor then reviewed the aims of the Junior High School Movement. The primary aim is to humanize the education of adolescents; second, to economize school time; third, to prevent unnecessary withdrawals; fourth, to further the cause of democracy.

MAINE

THE IDEAL TEACHER

What does young America think of those who preside in the schoolrooms? The question is interesting and provocative. For a long time groups of serious-visaged parents have gathered together and discussed what are the qualifications of the ideal teacher. Similar debates have been carried on by school boards in solemn conclave assembled. Conferences of educators have weighed the pros and cons of the subject. But to date few people have considered it worthwhile to consult those who were most interested—namely the children themselves.

Perhaps this attitude may have come about from the fact that no one expected the children to have any particularly mature conclusions on the subject. Possibly the conjecture was that the children, being healthy young animals and somewhat addicted to play-time habits during school hours, would consider the ideal teacher that person whose ideas of discipline were so hazy that they would be allowed to enjoy their frolics without hindrance.

At last, however, the child has been consulted. At the suggestion of Mrs. Joseph D. Small, president of the Maine Parent-Teacher Association, pupils in the upper grades of the Forest Street Grammar School, of Westbrook, were given an opportunity to express their views on the subjects both of The Ideal Teacher and the Ideal Parent. Miss Dorothy Bogdahn was the winner of the first and Robert Gorrie of the second contest. Both teachers and parents may find ample food for thought in what the children had to say.

In the next issue we will comment upon Master Gorrie's conception of The Ideal Parent, but this month we are principally concerned with what Miss Bogdahn had to say of The Ideal teacher.

Surprisingly shrewd are the little lady's conclusions. "The ideal teacher," she says, "should have a good character." What quarrel have pedagogues or school boards with that statement?

"The ideal teacher," she adds, "would have no favorites. She would be just." Something to think about there, is there not?

"The ideal teacher should be friendly and pleasant." What a difference in the schoolroom when a teacher fulfills these qualifications instead of appearing strict and stern!

"She must be kind and patient." How often when a teacher has had a trying day and is tempted sorely to give way to irritation should these words of the little Westbrook school girl rise up before her. She must be "kind and patient." It is her pupils' ideal for her.

"She should be neat and up-to-date in clothes." Critical eyes are upon you, teachers, and you must measure up.

"She must teach new methods." Apparently from the children's angle there is no longer a place for the old fog in the schoolroom.

"She must not be too cruel nor too easy. She must be fair." A 'teen-age gauge but an accurate one.

Teachers in Forest Street Grammar School might do far worse than to accept it as their model. Teachers in other parts of the State would not go far wrong if they encouraged a similar

series of compositions, and then from their content drew a composite idea of how they should appear to their children. For if the juvenile mind weighs in the balance and finds wanting, the teacher's influence is nil.

MASSACHUSETTS

PARENT-TEACHER ASSOCIATIONS AND FEEDING THE FAMILY

Seven Parent-Teacher Associations in Bristol County are co-operating with the Bristol County Extension Service and the Massachusetts Agricultural College to study the problems in feeding their families.

Each of these seven associations, three of which are in the town of Seekonk, two in Rehoboth and two in North Attleboro, has chosen leaders.

These leaders, two or more from each of the seven associations, meet once a month for five months with the county home demonstration agent and the state nutrition specialist, from whom they receive instruction in the proper selection of food for the family.

These leaders then pass on this information to the members of their local association. Between one hundred and twenty-five and one hundred and fifty women are in the local groups taught by these leaders.

It is not enough for the local women to listen while the leader talks to them. They are expected to use the suggestion brought to them by the leaders and to report on the results obtained.

For example, at the first meeting Miss Foley and Miss Miller asked each leader to score her own food habits, using a standard score card which has been prepared by the specialist. These scores were totalled and the average found for the group. The leaders then determined upon a goal for the group to be reached by the end of the fourth meeting.

When the leaders return to their local groups they ask each member to score herself. These individual scores are totalled, the average score for the group is ascertained, and the group sets the goal to be reached by the time of the fourth meeting.

One meeting is devoted to a discussion of standards for health and growth. A feature of this meeting is the scoring of a healthy child by the specialist. At the third meeting the problem of overcoming food prejudices is discussed and ways are suggested to introduce in the family dietary desirable foods that are unpopular with the family.

At the final meeting menu planning is the sub-

ject for discussion and the group prepares and serves a simple meal embodying the food principles taught. This is a real educational program.

The association members actually participate in the discussion while other members do the actual teaching. And while every one who participates gets much practical information about the proper way to feed her family, group members are receiving training in leadership that will be of immeasurable value to them in promoting other activities in their association.

VACATION ACTIVITIES

Vacation weeks are important weeks. In some way or other they are quite as fruitful in educational possibilities as the school weeks. It is not wise to allow children to become disorganized, idle, inactive, any more than it is wise to let them work too hard.

Many Parent-Teacher Associations have found it possible for parents to co-operate in directing the vacation activities of their children. A group of parents in Hingham employed a young naturalist to take their children on "nature" walks. Other groups themselves organized picnic hikes and camping trips. And others volunteered to direct play periods at public playgrounds.

Walnut Square School, Haverhill, has been running a very successful dancing class in the school assembly hall for the school children. It was conducted by two of Haverhill's best teachers, and at a nominal charge. The attendance averaged over a hundred pupils, the greatest number in any one class being one hundred and forty-six. A committee of mothers were in attendance at each class, to provide chaperonage and to take charge of the finances. The term closed on April 1 with a reception and dance, with solo dancing by some of the advanced pupils and a presentation of flowers to the teachers.

EDUCATION FOR SAFETY

In Springfield the Chamber of Commerce has had a safety council in operation for over two years. The work in the Child Safety Division is especially of interest to Parent-Teacher Associations. There was a Learn-to-Swim Campaign, with awards of "I have learned to swim" buttons; a story hour at the city library; radio bed-time broadcasts using safety material; distribution of lists of safe practices during vacations to every school classroom; safety rallies, etc. The council made it their business to see to it that coasting was allowed only on safe slides.



The "Subscription Barometer" will be discontinued during the summer months, but the total subscriptions received for May, June, July and August will be published in the October issue. These will be listed by states according to the number received.

Will YOUR state head the list?



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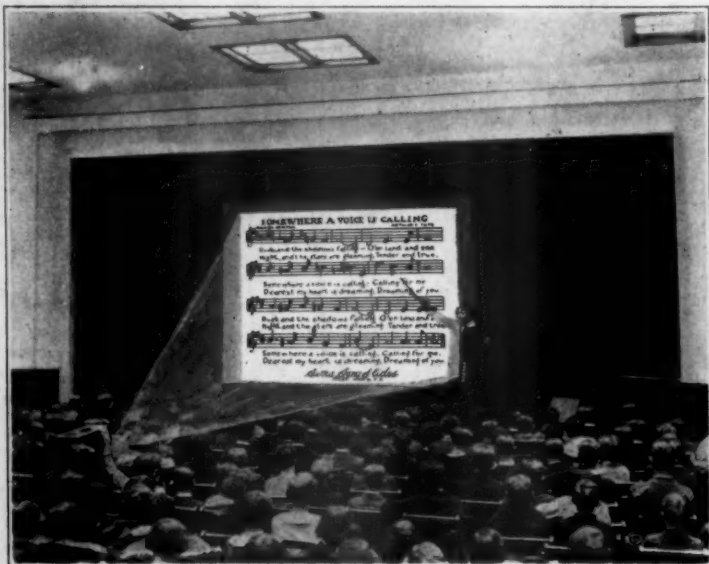
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